Proposal Cover Sheet

Applicant Information

COMPLETE THIS PAGE ONLY ONCE REGARDLESS OF THE NUMBER OF SCHOOLS PROPOSED.

Phoenix Project Community Development Foundation, Inc., a Mississippi not
Name of applicant organization:

Primary contact person:

Mailing address:

Street/PO Box: P.O. BOX 86

City: WASHINGTON State: MS zip: 39190

Phone Number: Day: 601-392-1311

Email: iretha3b@yahoo.com

Names, roles, and current employment of all persons on applicant team (add lines as needed):

Full Name	Current Job Title and Employer	Position with Proposed School
Banks, Jerolyn	Licensed Clinical Social Worker;	Board Member
	Health Systems of Mississippi,	
	Jackson MS; Private Practice,	
	McComb, MS	
Beyah, Iretha	Administrative Assistant for	Board Member
	Phoenix Project Community	
	Development Foundation AOP	
	program. Registered Tax Return	
	Preparer. Small Business Owner	
Davis, Volley	Consultant with Southwest	Board Member
	Mississippi Educational Consultants,	
	Fayette, Mississippi	
Huston, Walter	Consultant / Consulting Firm Owner	Board Member
	Phoenix Development Corporation	
	of Fayette MS. Former Land Use	
	Planner, Economic Development	
	Director and Plans Grant Analyst	
Middleton, Claudine Starks	Retired MS school teacher /	Board Member
	administrator; Town of Fayette	
	Alderperson	

	Do any of the following describe your organization, or the school/campuses proposed here?
	Seeks approval for multiple campuses under a single charter. N/A
	Already operates schools elsewhere in the US. N/A
	Will contract or partner with an education service provider. If yes, include the provider's portfolio in answering the below
Ш	questions regarding pending applications and school openings. N/A
If so,	identify the provider:
	This provider already operates schools in this state or elsewhere in the US.

NOTE: If the applicant is proposing to replicate an existing school or school model (including as part of a network), operate multiple schools under a single board of directors, or intends to contract with a third-party education service provider (ESP), the applicant must complete Addendum 3 for Existing operators. An ESP is any third-party entity that provides comprehensive education management services to a school via contract with the school's governing board.

	Does this applicant team have charter school applications under consideration by any other							
	authorizer(s) in the United States?	Yes	\geq	No				
		If yes, coi	mplete the ta	able below, adding lines a	s needed.			
State	Authorizer	Dro	nacad Scho	ool Nama	Applicat	tion	Decision	
State	Authorizer	Pio	Proposed School Name			ite	Date	
	Does this applicant team have new school	ols or campuse	s schedule	ed to open in the Uni	ted State	s in the	?	
	next two school years?	⊠No						
		If yes, con	mplete the ta	able below, adding lines a	s needed.			
Piannea School Name City State `							Opening Date	
	Does this applicant team have new school	ols or campuse	s approved	d but scheduled to o	pen in ac	dition	al	
	years?	Yes	\geq	No				
		If yes, coi	mplete the ta	able below, adding lines a	s needed.			
	Authorizer	# of	Schools	City(s	s)		State	
			1					

School Information

COMPLETE THIS PAGE FOR EACH SCHOOL/CAMPUS INCLUDED IN THIS PROPOSAL. Duplicate as needed.

CONFEETE THIS FAGE TON EACH S	SCHOOL/ CAIVIF 03 HVCLOL	LD IIV IIII3	FROF OSAL.	ouplicate as	necueu.		
Proposed School/Campus Name				Grades served: year one		Grades se capaci	
Phoenix Early College Charter School				Grade 9		9-12	
Proposed Location							
Geographic Community: Identification of Geographic Community may be as specific as a neighborhood or as general as the targeted city or school district			rict				
Address of identified facility if applicable:			lot Yet Idei	ntified			
Projected Demographic Information			80	%SpEd:	10	%ELL:	7
Model/Specialty (check all that apply)							
☐ Alternative ☐ Career and Te ☐ Arts ☐ College Prep ☐ Blended Learning ☐ Other (<i>list</i>):	chnical Education	=	ility (<i>list</i>): Jage Immersi Jry	ion [Mon STEN	tessori ⁄I	

Proposed Principal/Head of School (if known) Name of proposed candidate: Not Yet Identified Current employment: Phone Number: Day: Evening:

Campus Enrollment Projection:

Academic Year (specify)	Planned # of Students	Maximum # of Students	Grade Levels Served
Year one	75	75	9
Year two	150	150	9-10
Year three	225	225	9-11
Year four	300	300	9-12
Year five	300	300	9-12
At Capacity	300	300	9-12

LETTER OF INTENT

This letter of intent (LOI) serves to provide a formal notice to the Mississippi Charter School Authorizer Board (MCSAB) regarding our intention to submit a proposal for opening a charter school.

Name of applicant	Phoenix Project Community Dev	elopment Found	lation, Inc., a
organization:	Mississippi not-for-profit, 501(c)	3 organization	
Primary contact person:	Iretha Beyah		
Mailing address:			
Street/PO Box: P.O. BOX 86			
city: WASHINGTON	State:	MS	zip: 39190
Phone Number: Day: 60	1-392-1311 Evening:	601-392-1311	
Email	_		
: iretha3b@yahoo.com			
We plan to apply as a: ☑ New operator	Existing operator	Conversion	on operator
Seeks approval for multiple Already operates schools els Will contract or partner with If so, identify the provider:	h an education service provider.		
This provid	er already operates schools in this st	ate or elsewhere	in the US.

Provide the names of all members of the applicant team (add lines as needed):

Full Name	Current Job Title and Employer	Position with Proposed School
Banks, Jerolyn	Licensed Clinical Social Worker;	Board Member
	Health Systems of Mississippi,	
	Jackson MS; Private Practice,	
	McComb, MS	
Beyah, Iretha	Administrative Assistant for	Board Member
	Phoenix Project Community	
	Development Foundation AOP	
	program. Registered Tax Return	
	Preparer. Small Business Owner	
Davis, Volley	Consultant with Southwest	Board Member
	Mississippi Educational Consultants,	
	Fayette, Mississippi	
Huston, Walter	Consultant / Consulting Firm Owner	Board Member
	Phoenix Development Corporation	
	of Fayette MS. Former Land Use	
	Planner, Economic Development	

		Director and Plans Grant Analyst			
Middleton, Claudine Starks		Retired MS school teacher /	Board Me	mher	
Wilduicton, Claudine Starks		administrator; Town of Fayette	Doard Ivic	ilibei	
		Alderperson			
		·			
	all member	s of the proposed governing board of the			
Full Name	.	Current Job Title and Employer	Position	with Propos	ed School
Same as application team a	bove.				
	all member	s of the proposed leadership team of the			-
Not Yet Identified		Current Job Title and Employer	Position	with Propos	ea School
Not ret identified					
		<u> </u>			
		EACH SCHOOL/CAMPUS YOU INTEND TO PROPOSE	. Duplicate as n	eeded. Grades served	Grades served
Prop	osed School	I/Campus Name	Opening year	year one	at capacity
Phoenix Early College Chart	er School		2016	Grade 9	9-12
		Proposed Location			
specific as a neighborhood or as gene targeted school district	eral as the	Model (Charlette (share all that anniel			
Alternative	Career an	Model/Specialty (check all that apply) d Technical Education Disability (list):		Montesso	ri
Arts	College Pr			STEM	11
Blended Learning	Other (<i>list</i>				
	1	Proposed School Description			
		ion of Phoenix Early College Charter So	•		
		isk and underrepresented in higher			
	integrate	• • • • • • • • • • • • • • • • • • • •	•		education
Provide the mission		nultaneously accruing post seconda	=	=	
statement of the proposed	_	The mission includes ensuring that	•		
school.	_	cury college, technology, career, character and leadership skills. Through an college high school model and in partnership with Copiah Lincoln			
	-	nege fligh school flidder and in pa hity College and PUC (Partners to U	-	-	
		a, Phoenix Early College Charter Sch			
		and be prepared for our challenging so		to shall gi	addic d5
_			-		
		ge high schools are schools affiliated wi	ith two or 1	our voor so	etcocondo
In 100 words or less, briefly		ge high schools are schools affiliated wi s that permit students to take college co			
describe the instructional		school diplomas. An overall goal for all stu			-
focus of the proposed school.	_	pol diploma plus transferable college cred			
		ns up to the attainment of an Assoc	ciate's Degre	ee from Co	piah-Lincol
	Communit	v College			

Community College.

Certification

We understand that upon receipt of this letter and accompanying documentation, the MCSAB will evaluate our organization and applicant team against the legal eligibility requirements to determine whether we are eligible to hold a charter in the state of Mississippi.

We further understand that in order to be considered in this RFP cycle, we must submit a complete proposal by 3pm CST on May 26, 2015.

I certify that I have the authority to submit this LOI and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the organization.

	Walter Huston, Board President	
Name, Role with Applicant Organization		
Walter Hospi		May 5, 2015
Signature		Date

F0001 - Page 1 of 2

OFFICE OF THE MISSISSIPPI SECRETARY OF STAT! P.O. BOX 136, JACKSON, MS 39205-0136 (601) 359-1333 Articles of Incorporation

The undersigned, pursuant to Section 79-4-2.02 (if a profit corporation) or Section 79-11-137 (if a nonprofit corporation) of the Mississippi Code of 1972, hereby executes the following document and one form

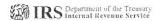
	1. Type	of Corporation	
¢		Profit X Nonprofit a of the Corporation	
⇔	PHOEN	IX PROJECT: COMMUNITY DEVELOPMENT FOUNDATION	
	3. The fi	plete if applicable)	FILED Jun 07 1995
₽		NONPROFITS ONLY: The period of duration is years or x perpenual	DICK MOLPUS Bearetaryof State Rate of Mississippi
	follows Classes	# of Shares Authorized # of S	
		(See Attached)	
4	6. Name a	and Street Address of the Registered Agent and Registered Office is	
₽	Name	KENNIE E. MIDDLETON	afe o
⇔	Physical Address	512 MAIN STREET	This page conforms with the duplicate original filed with the Secretary of State.
=>	P.O. Box	10	rms with the Secretary
		ZIP5, ZIP4 FAYETTE MS 39069 -	ge corfo lifted with
	7. The nam	e and complete address of each incorporator are as follows	origina origina
⇒ 1	Name	WALTER HUSTON	L
> s	Street	P.O. BOX 696	
· Λ	204		

F0001 - Page 2 of 2

OFFICE OF THE MISSISSIPPI SECRETARY OF STATE P.O. BOX 136, JACKSON, MS 39205-0136 (601) 359-1333 Articles of Incorporation

City, State, ZIP5, ZIP4 Name VOLLEY DAVIS Street P.O. BOX 520 City, State, ZIP5, ZIP4 FAYETTE MS 39069 City, State, ZIP5, ZIP4 Name City, State, ZIP5, ZIP4 Name Street City, State, ZIP5, ZIP4 Name Street City, State, ZIP5, ZIP4 Name Volley Davis Street Dally Davis Volley Davis Volley Davis	. il	ff EWitt beitt antur lint stauen time	
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⇒ City, State, ZIP5, ZIP4 ⇒ Name ⇒ Street ⇒ City, State, ZIP5, ZIP4 ⇒ Name ⇒ Street ⇒ City, State, ZIP5, ZIP4 ⇒ City, State, ZIP5, ZIP4 ⇒ Street ⇒ City, State, ZIP5, ZIP4 ¬ ¬ ¬ ¬ ¬ ¬ ¬ ¬ ¬ ¬ ¬ ¬ ¬ ¬ ¬ ¬ ¬ ¬ ¬	⇒	Name VOLLEY	DAVIS
⇒ Name ⇒ Street ⇒ City, State, ZIP5, ZIP4 ⇒ Name Street ⇒ City, State, ZIP5, ZIP4 ⇒ Street ⇒ City, State, ZIP5, ZIP4	*	Street P.O. BO	ЭХ 520
⇒ Street ⇒ City, State, ZIP5, ZIP4 ⇒ Name ⇒ Street ⇒ City, State, ZIP5, ZIP4 ⇒ City, State, ZIP5, ZIP4 See Attached	⇒	City, State, ZIP5, ZIP4	FAYETTE MS 39069
City, State, ZIP5, ZIP4 Name Street City, State, ZIP5, ZIP4 See Attached	⇒	Name	
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⇒ City, State, ZIP5, ZIP4 See Attached	\$	Name	
See Attoched	1	Street	
9. Incorporators' Signatures (please keep writing within blocks) Walter Hugton Valley Davis	⇒	City, State, ZIP5, ZIP4	
9. Incorporators' Signatures (please keep writing within blocks) Walter Huston Valley Davis	⇒	8. Other Provisions	See Attached
Walter Huston Valley Davis		9. Incorporators' Sign	atures (please keep writing within blocks)
Sed self.		Walter Fuston	atures (please keep writing within blocks) Valley Davis When the Secretary of States
			This page

Rev. 06/94



OGDEN UT 84201-0038

In reply refer to: 0438058212 Oct. 14, 2011 LTR 4168C 0 64-0855722 000000 00

00027292 BODC: TE



PHOENIX PROJECT COMMUNITY
DEVELOPMENT FOUNDATION
% WALTER HUSTON
PO BOX 696
FAYETTE MS 39069-0696

005156

Employer Identification Number: 64-0855722
Person to Contact: Shannon North
Toll Free Telephone Number: 1-877-829-5500

Dear Taxpayer:

This is in response to your Oct. 04, 2011, request for information regarding your tax-exempt status.

Our records indicate that you were recognized as exempt under section 501(c)(03) of the Internal Revenue Code in a determination letter issued in March 1998.

Our records also indicate that you are a private non-operating foundation described under section 509(a) of the Code.

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for Federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

Please refer to our website www.irs.gov/eo for information regarding filing requirements. Specifically, section 6033(j) of the Code provides that failure to file an annual information return for three consecutive years results in revocation of tax-exempt status as of the filing due date of the third return for organizations required to file. We will publish a list of organizations whose tax-exempt status was revoked under section 6033(j) of the Code on our website beginning in early 2011.

0438058212 Oct. 14, 2011 LTR 4168C 0 64-0855722 000000 00 00027293

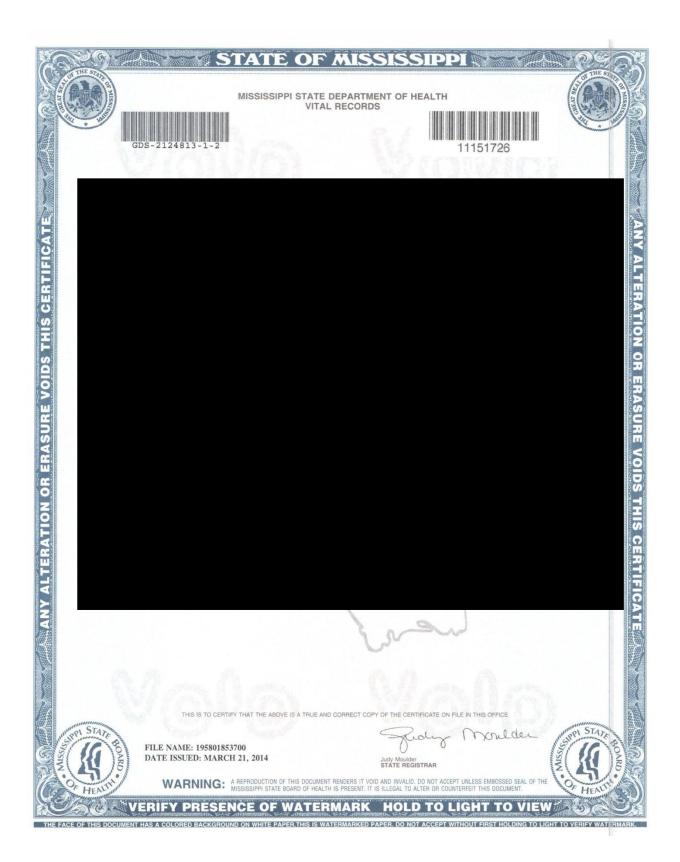
PHOENIX PROJECT COMMUNITY
DEVELOPMENT FOUNDATION
% WALTER HUSTON
PO BOX 696
FAYETTE MS 39069-0696

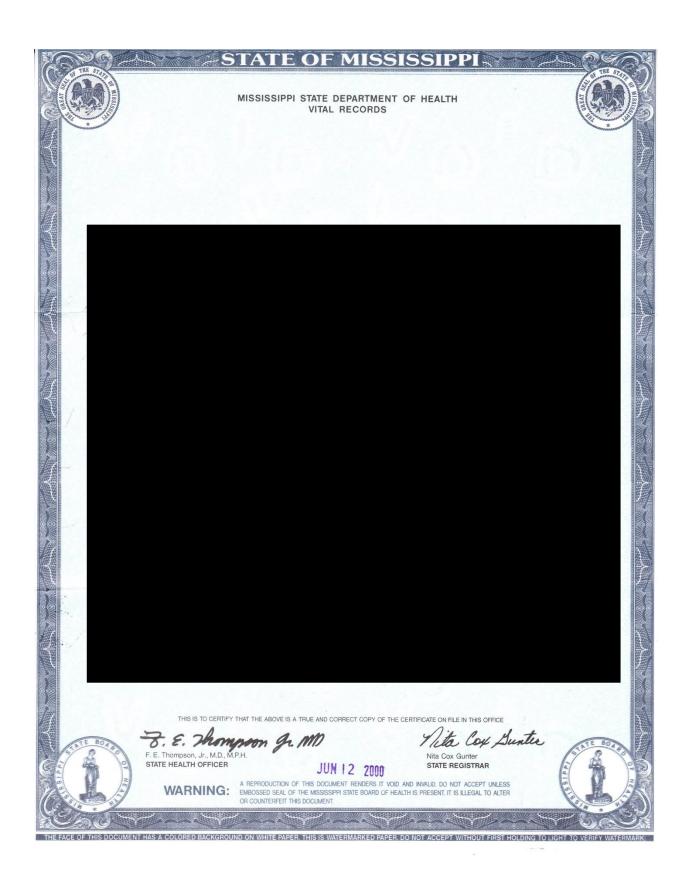
If you have any questions, please call us at the telephone number shown in the heading of this letter.

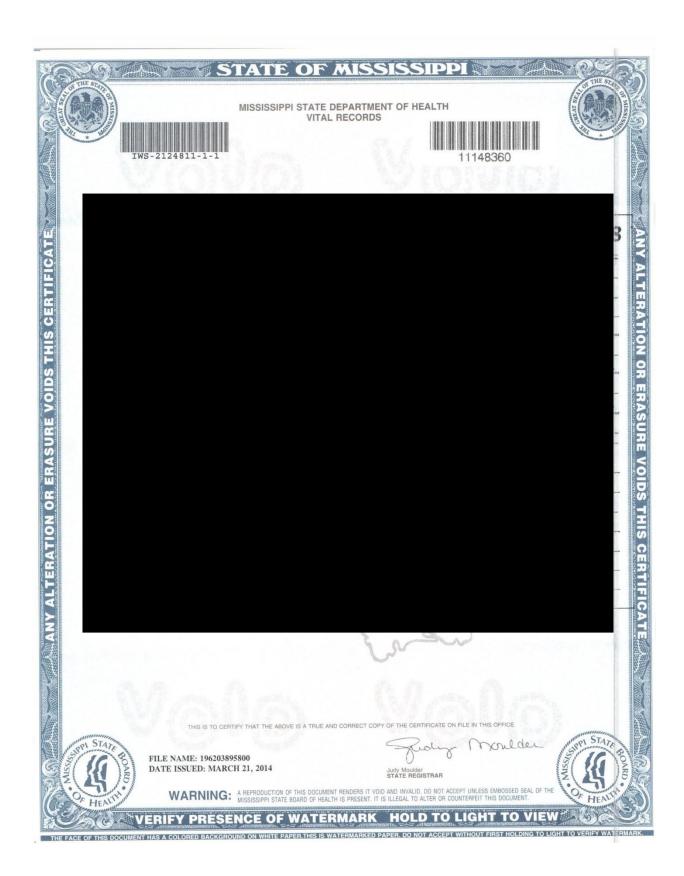
Sincerely yours,

Sharon Davies

Accounts Management I





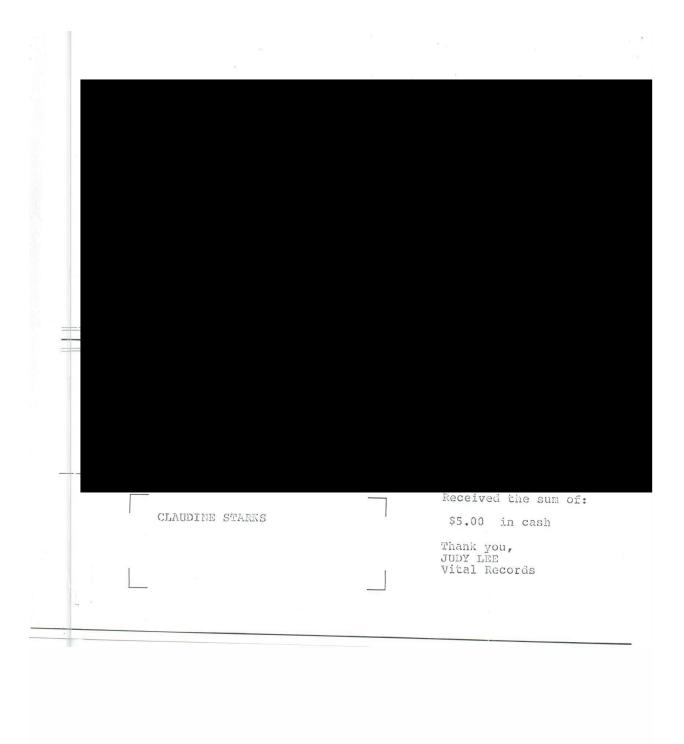




tal Records Section, State Center for atistics, North Caroline Department of North, and Natural Resources.

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Phoenix Early College Charter School



Phoenix Early College Charter School

This proposal is not for the conversion of an existing public school.

Proposal Cover Sheet

Applicant Information

COMPLETE THIS PAGE ONLY ONCE REGARDLESS OF THE NUMBER OF SCHOOLS PROPOSED.

Name of applicant organization: Phoenix Project Community Development Foundation, Inc.

Primary contact person: Iretha	ı Beyah			
Mailing address:				
Street/PO Box: P.O. BOX 86				
city: WASHINGTON	State: MS	zip: 39190		
Phone Number: Day: 601-392-3	1311 Evening: _601-392-1	1311		
Email: iretha3b@yahoo.com				
Names, roles, and current employ	yment of all persons on applicant team (ac	dd lines as needed):		
Full Name	Current Job Title and Employer	Position with Proposed School		
Banks, Jerolyn	Licensed Clinical Social Worker;	Board Member		
	Health Systems of Mississippi,			
	Jackson MS; Private Practice,			
	McComb, MS			
Beyah, Iretha	Administrative Assistant for	Board Member		
	Phoenix Project Community			
	Development Foundation AOP			
	program. Registered Tax Return			
	Preparer. Small Business Owner			
Davis, Volley	Consultant with Southwest	Board Member		
	Mississippi Educational Consultants,			
	Fayette, Mississippi			
Huston, Walter	Consultant / Consulting Firm Owner	Board Member		
	Phoenix Development Corporation			
	of Fayette MS. Former Land Use			
	Planner, Economic Development			
	Director and Plans Grant Analyst			
Middleton, Claudine Starks	Retired MS school teacher /	Board Member		
Who dieton, Claudine Starks	-	Board Welliber		
	administrator; Town of Fayette			
	Alderperson			
Do any of the following describe	your organization, or the school/campuse	s proposed here?		
Seeks approval for multiple campuse	•	s proposed here:		
Already operates schools elsewhere	_			
Will contract or partner with an education service provider. <i>If yes, include the provider's portfolio in answering the below</i>				
questions regarding pending applications and school openings.				
If so, identify the provider:				
This provide	r already operates schools in this state or e	elsewhere in the US.		

NOTE: If the applicant is proposing to replicate an existing school or school model (including as part of a network), operate multiple schools under a single board of directors, or intends to contract with a third-party education service provider (ESP), the applicant must complete Addendum 3 for Existing operators. An ESP is any third-party entity that provides comprehensive education management services to a school via contract with the school's governing board.

	Does this applicant team have charter authorizer(s) in the United States?		Yes	⊠No				
State	Authorizer	Proposed School Name			Application Due Date		Decision Date	
	Does this applicant team have new sci next two school years?		No	lled to open i			es in the	?
	Planned School Name			City State			Opening Date	
	Does this applicant team have new sca years?		Yes	ved but sched ⊠No • table below, ad	•		ddition	al l
	Authorizer		# of Schools		City(s)			State
School Information COMPLETE THIS PAGE FOR EACH SCHOOL/CAMPUS INCLUDED IN THIS PROPOSAL. Duplicate as needed. Proposed School/Campus Name Grades served: year one Grades served: year one capacity								
Phoenix Early College Charter School				Grade 9		9-12		
Geographic Community: Identification of Geographic Community may be as specific as a neighborhood or as general as the targeted city or school district Proposed Location Natchez / Adams School District								
Address of identified facility if applicable: Not Yet Identified								
Proj	iected Demographic Information		%FRI		%SpEd:	10	%ELL:	7
			ty (check all tha					
☐ Alternative ☐ Career and Technical Education ☐ Disability (/ist): ☐ Montessori ☐ Arts ☐ College Prep ☐ Language Immersion ☐ STEM ☐ Blended Learning ☐ Other (/ist): ☐ Military								
	Proposed Principal/Head of School (if Name of proposed candidate: Col	•	•					
	Name of proposed candidate: Cordell Ingram Current employment: Principal, Robertson Charter School, Decatur IL.							
	Phone Number: Day: 217-42	• •	. Con Chart		217-520	-2729		
	Email: Ingram.cordell@yahoo.co							

Campus Enrollment Projection:

Academic Year (specify)	Planned # of Students	Maximum # of Students	Grade Levels Served
Year one	75	75	9
Year two	150	150	9-10
Year three	225	225	9-11
Year four	300	300	9-12
Year five	300	300	9-12
At Capacity	300	300	9-12

School Overview

Executive Summary Narrative

LIMIT 2 PAGES

The Executive Summary should provide a concise overview of: the proposed plan for the school; the outcomes you expect to achieve; the geographic and population considerations of the school environment; the challenges particular to those considerations; and the applicant team's capacity to successfully open and operate a high quality school given the above considerations.

Mission and Vision. State the mission and vision of the proposed school. The mission is a statement of the
fundamental purpose of the school, describing why it exists. The vision statement describes how the school will
operate and what success looks like for students. The mission and vision statement provide the foundation for
the entire proposal, and taken together, should identify the students and community to be served and illustrate
what success for students will look like.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

The mission of Phoenix Early College Charter School is to provide students, who are at-risk and underrepresented in higher education, a supportive and integrated opportunity to complete a high school education while simultaneously accruing post secondary credits up to an associate degree. The mission includes ensuring that every student will achieve 21st century college, technology, career, character and leadership skills. Through an early college high school model and in partnership with Copiah Lincoln Community College and PUC (Partners to Uplift Communities) Schools of California, Phoenix Early College Charter School students shall graduate as leaders and be prepared for our challenging society.

- Educational Need and Anticipated Student Population. Describe the anticipated student population, students' anticipated educational needs and non-academic challenges the school is likely to encounter.
 Describe the rationale for selecting the location and targeting this student population.
- 3. Education Plan/School Design. Provide an overview of the education program of the proposed school, including major instructional methods, assessment strategies and non-negotiables of the school model. Describe the evidence that demonstrates the school model will be successful in improving academic achievement for the targeted student population. Summarize what the proposed school would do more effectively than the schools that are now serving the targeted population and how the school would achieve its goals.
- 4. Community Engagement. Describe the relationships that you have established to generate community engagement in and support for the proposed school and how you have assessed demand and/or solicited support for the school. Briefly describe activities to date and summarize their results. Describe how you plan to continue this community engagement in order to ensure expanded opportunities for students, parents, and community members.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Ninety-one percent of Natchez District 130 students are minorities. Ninety-two percent are low income. These figures reflect our ideal target student population. Other programs in Natchez public schools, such as Advanced Placement and dual enrollment programs, allow advanced eleventh and twelfth grade students to earn college credit while attending high school. But PECCS targets underserved populations and will provide students beginning at the ninth grade level with a more focused and rigorous curriculum, one structured to prepare them for success at the postsecondary level.

PECCS recognize the importance of school design and using an effective method of delivery. We have taken the best practices of 6 of the best performing Early College models and combined them into a

program that works. The scheduling format of PECCS is the first area for great gain and change from the local district. PECCS will be a hybrid Block 4 schedule that will allow students to take four one-hour-and-thirty-minute courses and one fifty-five minute course each day. This format allows students the opportunity to focus on four courses at a time instead of the generalized approach of seven or eight courses in a traditional block system. Courses will provide a full year of academic credit completed in a single semester with 2 quarters. Studies have proven student performance increases when they see subject matter daily instead and it is also a known commodity that increased class time increases retention and mastery of skills. The design is also closer to the college model of finishing a class in one semester instead of an entire year. This intensive structure will also provide students with the opportunity to complete 18 Carnegie Units in their first two years, providing great flexibility when entering their college courses.

Phoenix Early College Charter School will implement Project Based Learning and Character Education and Leadership Development as non-negotiable pillars of its curriculum. Project Based Learning is an instructional approach built upon authentic learning activities designed to answer a question or solve a problem and generally reflect the types of learning and work people do in the everyday world outside the classroom. Character Education and Leadership Development is important so that the students of Natchez receive leadership skills and the understanding of key character components like integrity, respect, and kindness. This is another component that the traditional public school is not currently delivering.

Recruitment of students began a full year ago with the public announcement of the Phoenix Early College Charter School Letter first of Intent. On February 12, 2014 immediately following the original Letter's acceptance, The Natchez Democrat published an article publicizing the PECCS proposal, as well as two other elementary school proposal Letters accepted for the Natchez district. On February 14, 2014, the Natchez Democrat published an article regarding Natchez-Adams District Superintendent Frederick Hill's address to the Board of Trustees at its meeting on February 13, 2014. In that address, Dr. Hill acknowledged support of the early college high school model as a concept needed for the district.

A one-hour talk-show radio forum (The Bottom Line) was held on February 18, 2014 on Natchez area station WTYJ 97.7 FM / WMIS 1240 AM. Presenting on this program were Phoenix Project Community Development Foundation Board members Volley Davis and Iretha Beyah, and Charter Pros consultants Cordell Ingram and Paul Seibert (Via phone). A continuing series of bi-weekly radio broadcast have been held to present this proposal to the general public. Callers communicate with the station anticipating the start of this great school.

Phoenix Project Community Development Foundation held an informational open air community forum on Martin Luther King Street in Natchez on February 22, 2014. PECCS held a second informational community forum at the Natchez Church of Christ on March 1, 2014 and a third such forum at the Nelson Multipurpose Building on the Copiah-Lincoln Community College campus on March 5, 2014. Cordell Ingram of Charter Pros joined them for this presentation via satellite. Additional Forums were held July 10 and 24, August 21, September 25, and October 23, 2014. Several presentations were made at Kingdom Childcare and Learning Center and one at the Mental Health Coalition September 4, 2014. Additional informational presentations will be made to local churches, civic groups, boys clubs and teen centers. Petition forms have been circulated and signed. Petitions and Intent to Enroll Forms are included in Attachment 8.

PECCS was selected as one of three charter school proposals considered for approval of the 2015 school year. The MS Charter Authorizing Board held its public forum on that proposal May 22, 2014. This hearing was well attended and represented a resounding wave of support from local residents who spoke during the public hearing for the PECCS proposal.

A dedicated PECCS informational Facebook page has been launched and is available at https://www.facebook.com/PhoenixECCS?fref=ts. Phoenix organizers respond to all inbox messages received in a timely manner. A dedicated PECCS website is under construction at www.phoenixeccs.org.

5. **Leadership and Governance.** List the current members of the school's proposed leadership team and governing board, including their roles with the school and their current professional affiliation *Add lines to this table* as needed. Do not list members of the applicant team who will not have an official leadership role with the school going forward, such as consultants.

Full Name	Current Job Title and Employer	Position with Proposed School
Banks, Jerolyn	Licensed Clinical Social	Board Member
•	Worker; Health Systems of	
	Mississippi, Jackson MS	
Beyah, Iretha	Administrative Assistant for	Board Member
•	Phoenix Project Community	
	Development Foundation	
	AOP program. Registered	
	Tax Return Preparer.	
Davis, Volley	Consultant with SW MS	Board Member
-	Educational Consultants,	
	Fayette, MS	
Huston, Walter	Consultant / Consulting Firm	Board Member
	Owner Phoenix Development	
	Corp of Fayette MS	
Middleton, Claudine Starks	Retired MS school teacher /	Board Member
	administrator; Town of	
	Fayette Alderperson	

Enrollment Summary

LIMIT 2 PAGES

1. Complete the table below, illustrating the growth plan for the school. Indicate the school year for each column Remove any rows for grades the school will not serve. Specify each academic year.

Grade	Number of Students					
Level	Year 1 2016	Year 2 2017	Year 3 2018	Year 4 2019	Year 5 2020	Capacity 202
9	75	75	75	75	75	75
10		75 (72)	75 (72)	75 (72)	75 (72)	75 (72)
11			75 (69)	75 (69)	75 (69)	75 (69)
12				75 (66)	75 (66)	75 (66)
TOTAL	75	150 (147)	225 (216)	300 (282)	300 (282)	300 (282)

2. Describe the rationale for the number of students and grade levels served in year one and the basis for the growth plan illustrated above.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Phoenix Early College Charter School will serve students in grade nine in its first year and will increase one grade level each year through grade twelve in its fourth year. Enrollment in the first year will not exceed 75 students in three 25-student cohorts. Maximum enrollment will be 300 students in cohorts of 25 students with 75 students in each of the four grade levels served. Each cohort will be a group of students sharing common factors such as same grade, similar learning characteristics and/or similar academic/career paths. The use of such cohorts will allow PECCS to best facilitate the most appropriate and effective educational practices for each individual student. Though it is our growth plan to add 75 students each year and PECCS has no concern of drawing the interest of incoming freshman, our conservative budget shows a 4% decrease in upper classmen since students can only enter PECCS as Freshman. Budgetary numbers must anticipate students leaving town or potentially changing their mind about the rigor of the experience. Our conservative budget shows the school at 282 students at the end of 4 years.

PECCS will recruit low-income students, racial and ethnic minorities, first generation college goers, and English language learners; students at risk of dropping out of high school, not matriculating to college, and not completing a degree, (i.e., students with poor attendance, struggling learners, students who are overage and under-credited). We want to engage the disenfranchised student who isn't tied in socially to the big high school setting. We have already begun a grass roots student interest campaign in the community and the local churches to make sure that the information is distributed to all who are interested.

WHEN YOU HAVE COMPLETED YOUR ANSWER, LEAVE THE REMAINDER OF THIS PAGE BLANK.

Section 1. Educational Program Design & Capacity

Program Overview

1. Summarize the education program and any non-negotiable elements of the school model. Briefly describe the evidence that promises success for this program with the anticipated student population.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

The late 1990s and early years of the twenty-first century saw the coordination of efforts to invigorate the senior year of high school. In 2000, a National Commission on the High School Senior Year, sponsored by several leading foundations and the U.S. Department of Education, brought together educational leaders to examine and improve the academic rigor of students' experiences during the senior year. In its final report, the commission found that the United States needed to enroll more high school students in rigorous academic programs and to prepare more of them for college and "an increasingly complex world of work" (National Commission on the High School Senior Year 2001). Toward this end, the commission offered three overall recommendations: improve the alignment of high school and college curriculum; raise the achievement levels of high school students; and provide more rigorous alternatives than are currently available to high school students.

In 2002, the Early College High School Initiative was inaugurated under the leadership of the Bill and Melinda Gates Foundation and with support from the Carnegie Corporation of New York, the Ford Foundation, the W.K. Kellogg Foundation and local philanthropies. The initiative placed its emphasis on providing meaningful college exposure for broad student populations underrepresented in postsecondary education. Early college schools also incorporated a small-schools approach in seeking to provide student-centered learning environments that featured close and high-quality contacts with adults and structured academic support.

Early college high schools offer their students the opportunity to earn a significant number of transferable college credits, up to an Associate's degree and a high school diploma within four to five years of starting ninth grade.

Early college high schools are schools affiliated with two- or four-year postsecondary institutions that permit students to take college courses while simultaneously earning their high school diplomas. The credits can be transferred to other colleges after the student finishes high school.

Early college high schools target populations that are underrepresented in higher education - those from low-income families, racial and ethnic minorities, and first generation college students.

Other programs in public schools, such as Advanced Placement and International Baccalaureate courses and dual enrollment programs, allow advanced eleventh and twelfth grade students to earn college credit while attending high school. But early college high schools target underserved populations and provide students beginning at the ninth grade level with a more focused and rigorous curriculum, one structured to prepare them for success at the postsecondary level.

While not every early college student will earn two years of college credit in high school, all enroll in college courses, and the schools support them in doing so. This expectation – that most students, not just advanced ones, can succeed in a challenging pathway leading to significant transferable college credit while in high school – distinguishes the Early College High School Initiative from other reform efforts. Since the inception of the initiative, evidences has emerged that high school student in the lowest quartile of performance post higher test-score gains when place in more rigorous courses, and that with proper support, low-achieving students are as likely to pass challenging, rigorous classes as they are the watered-down courses in which they are typically placed (Barth & Haycock 2004).

By focusing on student populations that have been inadequately served as a result of the divide between the K-12 and postsecondary systems, the Early College High School Initiative challenges the prevailing view about what these students could accomplish in high school. In addition, the initiative created

schools that spanned the divide between high school and college – or, more accurately, it sought to remove the divide for students. This transformation made each school responsible not just for preparing students for college but also for supporting them as they enrolled and sought to complete college courses while they were in high school.

There are more than 230 early college high schools in 27 states and the District of Columbia. "The first early college high schools were developed in 2002. The Early College High School Initiative reports astounding success with the initial graduating classes. In 2007, the organization said 115 students graduated from the first three high schools. Nine hundred students graduated at 18 early college schools one year later. Among the first two graduating classes:

- 85 percent earned at least one semester of transferable college credit
- 10 percent earned two full years of college credit or an Associate's degree
- More than 60 percent were accepted to four-year colleges, exceeding rates from traditional high schools, and
- More than 250 early college graduates earned merit-based college scholarships.

"These impressive results are even more striking because most of the graduates came from populations that are underrepresented in college. Nationally three-fourths of early college students are racial minorities, more than half are eligible for free or reduced lunch, and nearly a third of early college schools receive Title I funding based on the number of low-income students they serve." (Council of State Governments. 2009)

"To increase the number of students graduating from high school prepared for college, North Carolina has established the largest number of early college high schools (ECHS) in the United States. Early results from a rigorous, independent study of North Carolina's initiative have shown that these schools have substantial positive impacts on student performance. Specific findings include:

- More ECHS students were on-track for college than control group students.
- The ECHS model appears to be closing the performance gap among student sub-groups.
- Students in the ECHS were less likely to be suspended and were absent fewer days.
- ECHS students reported higher levels of academic engagement.
- ECHS students reported more positive school experiences than students in the control group, including better relationships, higher expectations, more rigorous and relevant instruction, and more academic and social support. (University of North Carolina at Greensboro. 2010)

PECCS educational program will reflect two very successful early college models: PUC Cal Early College Charter School in Los Angeles, California and PUC Community Charter Early College High School in Lakeview Terrance, California. Both schools have been operating since 2003 and have consistently produced graduates with Associates degrees and technical certifications from at-risk communities.

Four major components will be at the base of PECCS curriculum: project based learning, extensive writing practice, higher level thinking skills, and leadership and character development.

PECCS has a MOU with Copiah-Lincoln Community College to provide the post-secondary dual-credit components for this charter school.

Curriculum and Instructional Design

- 1. Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure.
- 2. Give an overview of the planned curriculum, addressing alignment with Mississippi's state standards as required by Mississippi Code 37-28-15.
 - a. If the curriculum is fully developed, summarize curricular choices (e.g. text book or computer-based curricula selection) by subject, and the rationale for each. Describe the evidence that these curricula will be

appropriate and effective for the targeted students. Provide, in **Attachment 1** a school-wide curriculum description table. See Exhibit A for an exemplar. Your curriculum summary table may be no longer than one page per grade level and must be prepared in 12 point font with 1 inch margins.

-OR-

If the curriculum is not already developed, instead explain the plan for how the curriculum will be developed between approval of the proposal and the opening of the school, and instead provide in **Attachment 1**, a curriculum development timeline, identifying milestones, individuals responsible for included tasks, and when key stages will be completed.

- b. Provide, as **Attachment 2**, a summary of the scope and sequence of the curriculum for all grades you propose to serve, including core academic as well as non-academic classes. See Exhibit B for an exemplar. Regardless of the number of grades served, your summary scope and sequence may not be longer than two pages per grade and must be prepared in 12 point font with 1 inch margins.
- c. Provide, as **Attachment 3** a curriculum map for one core academic subject for one grade the school will serve in year one. The curriculum map should identify course outcomes and demonstrate a clear alignment with appropriate state standards. See Exhibit C for an exemplar.
- 3. Describe the primary instructional strategies that the school will expect teachers to use and why they are well-suited for the anticipated student population. Describe the methods and systems teachers will have for providing differentiated instruction to meet the needs of all students.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Class Structure

To prepare Phoenix Early College Charter School students for college level courses, the first two years of high school courses will utilize many college cultural components uncommon to traditional high school. PECCS will have no bell systems or intercom systems. Students will receive a syllabus for each class and be held responsible for keeping up with assignments due and activities that are approaching. Students will have homework daily and can expect two hours of study time each night. Blackboard Online Services will be utilized to help students keep up with assignments during absences. Cooperative learning and teamwork will be a part of the daily procedures for learning. Time will not be wasted resisting electronic devices and internet use in the classroom; rather students will be instructed and expected to utilize technology in a mature and productive manner.

Students will be administered the iSTEEP benchmark test during the first week of their academic year and a career inventory test. Using the RTI model and career interests, student will be divided into cohorts. Cohort grouping will allow for students with similar abilities and interest to function in a like-minded group and be advised on common issues that will prepare them better for success. Curriculum will be delivered in a classroom based learning setting with maximum class size at 25 students per cohort. The curriculum plan is to utilize college readiness tools to help prepare PECCS students for their junior and senior years of college courses. The curriculum will be aligned with the Mississippi common core standards to assure that PECCS students are prepared for college, university, or technical course work that lie before them.

Our Partners at PUCS schools who are currently running four successful early college high schools are providing detailed suggestions on proven curriculum that work and the use of technology in the classroom to expedite the learning process. PECCS will have a one to one student to computer ratio which will allow teachers to use technology in the classroom daily. The use or mastery testing with A+ anywhere will be an essential tool to find out student progress, topics that need to be re-taught, and student readiness for testing. A+ will help teachers create data driven description. As important as curriculum is the delivery models that will be used at PECCS. Project based learning, interdisciplinary units, and cooperative learning are all important jewels to student mastery and comprehension. PECCS curriculum will be rich with writing assignments to help student demonstrate true understanding and higher level thinking skills in all subjects.

PECCS students will be provided 410 minutes of instruction per day. This exceeds the current state

minimum requirement of 5.0 hours of instruction per day by 110 minutes. The PECCS 7.75 hour instructional day will provide a minimum of 410 minutes of daily instruction, well in excess of the state minimum requirement of 300 minutes per instructional day. PECCS will provide students with a minimum of 180 days of instruction per year. Mini-mesters, summer programs and other support interventions could provide students, according to their needs, as much as 230 days of yearly instruction.

Pupil Performance Standards

- 1. Describe the pupil performance standards for the school as a whole.
- 2. Provide, in **Attachment 4**, a complete set of the school's proposed learning standards for one grade for each division the school will serve. Address the skills and knowledge each student will be expected to attain by the end of that grade. If the school will serve only one division, the exit standards provided in response to question 5 in this section will suffice.
- 3. If the school has, or will adopt or develop, additional academic standards beyond those mandated by the state, explain the types of standards (content areas, grade levels). Describe the adoption or development process. Select one grade level and subject area as an example, and explain how these additional standards exceed requirements.
- 4. Explain the policies and standards for promoting students from one grade to the next. Discuss how and when promotion and graduation criteria will be communicated to parents and students.
- 5. Provide, also in **Attachment 4**, the school's exit standards for graduating students. These should clearly set forth what students in the last grade served will know and be able to do.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Education Program

A. Standards and Curriculum

Educational Philosophy

Phoenix Early College Charter School believes that each child can learn. PECCS believes that each student is a unique individual who needs a secure, caring, and stimulating atmosphere in which to grow and mature emotionally, intellectually, physically, and socially. It is our desire as educators to help students meet their fullest potential in these areas by providing an environment that is safe, supports risk-taking, and invites a sharing of ideas.

Phoenix Early College Charter School believes that learning is a reasonable result when students are engaged in active, meaningful, goal-directed, cognitive initiatives; where administrators, teachers and students work together as partners in the learning environment.

It is the PECCS imperative to create the opportunity for every student to be successful. With this in mind, PECCS will give struggling students opportunities for more instructional minutes to fulfill the needs for remediation. Students will have the opportunity to attend up to 50 additional days of instruction based on their needs. The opportunity will be provided for students to receive from 176 – 230 days of instruction each year according to the students' needs.

Phoenix Early College Charter School challenges the prevailing view about what these targeted students can accomplish in high school. This would be a school that would span the divide between high school and college – to remove the divide for students. Phoenix Early College Charter School would take on the responsibility, not just for preparing students for college, but also for supporting them as they enrolled and sought to complete college courses while they are in high school. Phoenix Early College Charter School would provide students underrepresented in higher education with rigorous academic coursework and comprehensive support services leading to college completion in a partnership between local institutions rather than either the K-12 or postsecondary system standing alone.

Phoenix Early College Charter School will have open enrollment for students in grades 9-12, ages 14-21, who live within the boundaries of Natchez District 130. PECCS will accept students of all academic

abilities and will differentiate instruction to address the needs of each student.

The PECCS Design Team envision a school of substance that allows the disenfranchised, often under-motivated student to rediscover meaningful learning through short and long term goal setting, a college environment, and a rigorous and relevant curriculum. The vision is to create an environment with the following characteristics:

- Teachers, parents, and students work together to develop young people who are success driven, goal oriented, confident, and team players
- Students who look at high school as an early phase in their educational pursuits and are anxiously anticipating being life-long learners.
- Leaders who work hard to accomplish goals because they recognize the benefits related to goal oriented living.
- Students who develop skills in writing, math, science and technology that will help them successfully compete in the 21st century global economy

The vision of PECCS includes ensuring that every student achieves 21st century college, technology, and career skills while also gaining the character and leadership tools to be a productive member of society. These student will gain all of these attributes while completing their high school requirements and up to an Associate's degree of college credit.

Standard English and Math assessment practices for entry into the partnering college must and will be maintained. PECCS students will be admitted to the partnering college in accordance with current policies regarding academic rigor, attendance, and conduct, thus following the standard polices of the partnering college. College staff and faculty will be fully informed of the distinctions inherent in administering dual-credit classes for PECCS students (attendance reporting, semester begin and end times, spring break, parental involvement, etc.).

Phoenix Early College Charter School freshmen and sophomores will take high school classes taught by PECCS high school teachers. PECCS juniors and seniors will participate in full-time dual credit courses using established protocol already in operation at the partnering college. The juniors and seniors will enroll in the partnering college classes taught by college faculty. PECCS will confer high school Carnegie Units to them, with the partnering college granting college credit. PECCS will be responsible for the students, coordinating activities during the periods of time when college is not in session, to ensure that students meet statutory average daily attendance requirements, as established by the Mississippi State Department of Education. The partnering college will be responsible for ensuring that students are doing college-level work.

The juniors and seniors will be enrolled and attend college classes based on the partnering college schedule, and no change will be required of the faculty. The juniors and seniors will also be subject to college level expectations upon enrolling in college courses. PECCS will have Student Assistant Personnel (SAP) that will act as liaisons between the partnering college faculty and the parents.

Students going into PECCS will be aware of the academic rigor expected throughout their high school experience. Students are put on an academic plan that will prepare them to take college level courses. Throughout their time with PECCS, students will be monitored (through an academic benchmarking program, iSTEEP – System to Enhance Educational Performance) to determine where they are and how close they are to meeting the benchmarks established. For those students who may not be meeting the benchmarks, an additional program(s) will be added into their studies. Examples of the additional program include, completing short classes during breaks (mini-mesters), spending additional time with their Student Assistant Personnel (SAP), focused bimonthly mastery program with A+ Anywhere, Saturday School, library working sessions, and summer school. There will be PECCS staff on campus that will be responsible for their designated students.

Phoenix Early College Charter School students will not be allowed to take remedial courses offered at the partnering college; rather, they have to place in college level of English/Math. If, after their sophomore year, a student is not Math or English eligible for college classes, they will have options. They will be able to take Career and Technical Education courses through the partnering community college (if eligible), or take an intense PECCS course that will give them more appropriate remediation to meet standards.

Social and Emotional Learning standards will be integrated throughout all learning areas. Classroom activities will be designed to align with both the SEL knowledge and skills and knowledge and skills in other learning areas of the Mississippi Common Core Learning Standards.

PECCS standards will be rigorous and not reduced to allow students to pass. Parents are expected to commit to be involved in the education. Both students and their parent(s) are expected to attend an intake interview. Students can only enter PECCS as freshman to keep the flow of education consistent.

During the junior and senior year, PECCS students have to maintain a 2.0 GPA in college courses to remain in the college program without having to take additional special programs. The GPA is calculated every semester. The students will have a weekly meeting and daily library study table time with Student Assistant Personnel (SAP) even during their junior and senior year.

The Mississippi State Board of Education requires a minimum of 24 Carnegie Units to graduate. PECCS will require its students to have 25 high school Carnegie Units, so they will be comparable with the other Mississippi district schools. All students will meet the state high school graduation standards.

The Phoenix Early College Charter School Design Team recognizes that the success of students is dependent upon a school's ability to create a culture that fosters meaningful, sustained relationships between teachers, students, parents, and support staff. After visiting 15 different early college programs in four different states throughout the United States, the team was consumed by the success of students of all genders, race, and socio-economic backgrounds when engulfed in the supportive and caring hands of exceptional educators who bring their textbooks and their commitment to excellence to school with them every day. State after state, the Design Team watched students earning college credit and stepping up to the rigor of college courses because of an atmosphere of high expectations and the tools necessary to get the job done. PECCS will be very deliberate in duplicating the culture of high expectations, a relentless push towards excellence, and student support that the early college model provides. The roadmap for success will be clearly defined for a PECCS family and the guidance across that map will be navigated clearly by the supportive staff.

Academic Goals and Objectives

1) Numeracy in Mathematics

PECCS will make Adequate Yearly Progress in Mathematics. PECCS will surpass the percentage of students in the state meeting or exceeding standards in Mathematics as measured by the Prairie State Achievement Exam (PSAE) and a minimum score of 20 on the ACT component.

2) Literacy in English

PECCS will make Adequate Yearly Progress. PECCS will surpass the percentage of students in the state meeting or exceeding standards in English as measured by the PSAE and a minimum score of 20 on the ACT component.

3) Competency in Science and Social Science

PECCS will make Adequate Yearly Progress. PECCS will surpass the percentage of students in the state meeting or exceeding standards in Science and Social Sciences as measured by the PSAE and a minimum score of 20 on the ACT component.

4) Literacy in Foreign Language, Spanish

All PECCS students will demonstrate the literacy skills in Spanish necessary for minimum acceptable performance in bi-lingual job-site communications. These achievements will be measured by the Spanish Assessment of Basic English (SABE Test, or a similar test instrument, administered in the month of April during their eleventh grade year.

5) Students earning a High School Diploma

PECCS will graduate 100% of its students with a high school diploma.

6) Students earning college credit

100% of PECCS graduates will earn transferable college credit and/or technical certification(s)

7) Students earning an Associate's degree

60% of PECCS graduates will earn an Associate's degree and/or technical certification(s)

Non-Academic Goals

1) Work Ethic Goals and Objectives

All PECCS students will demonstrate standards of character and behavior that are recognized as requirements for post-secondary academic success and employability. These include, but are not limited to, hard work, personal responsibility, and respect according to school-developed standards, plus Social Emotional Learning (SEL) Performance Descriptors. These standards will be measured by a review of each student's Work Ethics Portfolio, a school-developed rubric.

2) Service Learning Goals and Objectives

All PECCS students will participate in 40 hours of community service over their four years at PECCS. Students will learn the importance of giving back to their community and to those less fortunate.

3) Attendance Rate

PECCS students will have a 95% attendance rate.

4) Parent / Teacher Conferences

85% of parents will attend Parent / Teacher Conferences

5) Student Retention Rate

PECCS will retain 95% of attending students

CURRICULUM

Phoenix Early College Charter School is dedicated to providing a diverse population of students with an outstanding education focused on college and career readiness and state proficiency. PECCS will implement a standards-based, college preparatory curriculum in our students' first two years preparing them to be fully immersed into college courses their final two years. The model is based on a gathering of successful models used by the North Carolina New Schools Project, a state-wide entity that helps develop early college programs in the state of North Carolina, and will be modified to realize the mission and vision of PECCS. The curriculum is designed to ensure 100% proficiency on state standards in English Language Arts, Math, Science and technology as well as a 100% graduation rate and acceptance into college. The curriculum will be fully aligned to the Common Core Standards adopted by the State of Mississippi. There will be 4 major themes to the PECCS curriculum and class structure:

1) Project Based Learning- a student-centered pedagogy in which students learn a subject in the context of complex, multifaceted, and realistic problems. Working in groups, students identify what they already know, what they need to know, and how and where to access new information that may lead to resolution of the problem. The role of the instructor is that of facilitator of learning who provides appropriate scaffolding of that process by (for example), asking probing questions, providing appropriate resources, and leading class discussions, as well as designing student assessments. Project-based learning provides greater relevance and

- building of community within the student cohort.
- 2) Extensive Writing Practice- Writing skills are very important for students preparing for college. Students at PECCS will be pushed to express themselves on paper in both formal and informal formats. Daily emphasis will be placed on expressing ideas in a creative and correctly formatted manner using The Five Step Writing Process.
- 3) Higher Level Thinking Skills- Higher order thinking skills include critical, logical, reflective, metacognitive, and creative thinking. They are activated when individuals encounter unfamiliar problems, uncertainties, questions, or dilemmas. Successful applications of the skills result in explanations, decisions, performances, and products that are valid within the context of available knowledge.
- 4) Character and Leadership Development- Developing character and leadership traits provides opportunities for planning, decision-making, contributing to school and community, and celebrating our national heritage. Students will gain the imperative skills for setting and achieving their own personal, education and career goals. Empowering youth to become leaders provides opportunities to sustain meaningful relationships, develop a positive selfimage, act with integrity, master teamwork skills, participate in the democratic process, and respect their own and others' cultural identities.

Project Based Learning and Interdisciplinary Thinking

Phoenix Early College Charter School is very excited about implementation of Project Based Learning as a pillar of its curriculum. Project Based Learning is an instructional approach built upon authentic learning activities that engage student interest and motivation. These activities are designed to answer a question or solve a problem and generally reflect the types of learning and work people do in the everyday world outside the classroom.

Project Based Learning provokes students to encounter and struggle with the central concepts and principles of a discipline. It incorporates cooperative learning as students are placed in teams to solve issues. These issues are tied together as interdisciplinary units so that the theme and project spans through more than one subject.

Project Based Learning teaches students 21st century skills as well as content. These skills include communication and presentation skills, organization and time management skills, research and inquiry skills, self-assessment and reflection skills, and group participation and leadership skills.

A great example of a Project Based Learning unit would be answering the question, "Should Americans take responsibility in the purchasing of products produced in countries that use unethical child labor?" This complex question will force student to work in reading, math, history, and science on the specifics of the topic. Components like how much money is saved, life expectancies for children who experience these conditions, and essays from survivors, will drive students to generate an educated presentation of facts and conclusions.

PECCS curriculum will be shaped using interdisciplinary projects which require project-based learning and cooperative learning. The teachers will develop projects that are relevant and aligned with the Common Core Standards. Those projects will force students to work across the subject disciplines to solve the problem presented. They will then present their solutions to groups of advisors, community leaders, and professors who will judge them on the quality of work, the presentation of ideas, and the defence of the final project. Writing skills and public speaking will be imperative for student success.

Curriculum mapping and unit plans will provide the framework for each course during the first two years of courses at PECCS. Textbooks will be used only as resources and it will be the responsibility of the teacher to create interactive lessons which forces students to use high level thinking skills. Assessment of

each topic covered will be established to show mastery on topics and skills before students are allowed to move on. Those who do not show mastery will continue to work on the subject during their freshman seminar course, after-school programming, mini-mesters, and summer school if necessary.

Computerized benchmarking and mastery assessments will be utilized throughout the courses to make sure that students have a clear understanding of the topic. A+ Anywhere computer software will be utilized for this process. The program gives the teacher the opportunity to create short assessment that will help check for mastery and give instant feedback and data for teachers to utilize in making pacing and differentiated instruction decisions. The program also is used to help students work independently on concepts that they may not be comfortable with.

Block Four Hybrid Schedule

To help students with mastery of topics, Phoenix Early College Charter School will utilize a four block hybrid school day schedule. Ninth and tenth grade students will have 4 courses every day for the semester. By working on a smaller number of classes at one time, the students will be able to focus on concepts and work toward mastery. Classes will be 90 minutes a day, five days a week and will be worth 1 full Carnegie Unit. The hybrid addition to the schedule will tie in a 50 minute elective 4 days a week that will be worth .5 Carnegie Units. The hybrid hour will also be used once a week for an advisory meeting. Extensive research and thought went into the creation of this hybrid schedule that will allow students the opportunity to achieve Calculus by the second semester of their sophomore year. The schedule will also help students be better prepared for the ACT test, which the students must successfully complete before entering any college courses, which will be practiced in the fall of the student's sophomore year and taken for high stakes in the spring of their sophomore year. Following are two examples of a Freshman Schedule.

1st hour	Honors	1 st hour	Earth Science
8:00-9:30	English 1	8:00-9:30	
2 nd hour	Honors Geometry	2 nd hour	English 1
9:35-11:05		9:35-11:05	
Lunch		Lunch	
11:05-11:55		11:05-11:55	
3 rd Hour	World History	3 rd Hour	Algebra 1
12:00-1:30		12:00-1:30	
4 th Hour	Advanced	4 th Hour	US Government
1:35-3:05	Biology 1	1:35-3:05	
Hybrid Hour	Freshman	Hybrid Hour	Math Lab
3:10-4:00	Seminar	3:10-4:00	

Electives

PECCS will incorporate in its curriculum an elective hour for its students' schedules. The students can choose from 4 electives in year one, and as many as 6 by the end of year two. Some examples would be Art Appreciation, Freshman Seminar, Sophomore Seminar, Drama, Street Law, Choir, Foods and Cultures and Music Appreciation. Core teachers who are hired will know that they will also be responsible for teaching an elective and will be given some flexibility of bringing their personal skills and passions into the educational environment. Provision for Drivers Education will be included for age-appropriate PECCS students.

Assessment Tools

Assessment is very important for the success of good schools. It is so important that the proper assessment tools are used so that data can be evaluated and used for student improvement. PECCS will use a combination of diagnostic, authentic, state-mandated standardized tests, and nationally recognized norm-referenced assessments to compare student's progress over time with the school's goals and the national norms. These assessments include:

- ACT Explorer and Plan Test
- Subject Area Testing Program (SATP2)
- A+ Learning Link
- ISTEEP Benchmark testing
- ACT Test
- PARCC PBA and EOY
- NAEP

In addition, PECCS will utilize A+ Anywhere software to help student with mastery of concepts introduced in English, Math, Science, Social Studies, and Spanish. This program allows students to take short assessments daily, weekly, or bimonthly to monitor their progress in a subject or on a topic. The program is aligned to the state standards and the Common Core standards and gives instant data back to the teacher so that he or she can direct instruction based on overall class mastery and individual student mastery.

Methods for addressing students whose baseline aptitude, performance and prior school experience are dramatically below standard: Any student whose performance standards do not reflect the achievement of any Academic or Work Ethic Goal or Objective shall be remediated through the use of the Phoenix Early College Charter School's Individual Learning Plan (ILP). The ILP identifies the student's specific problems and outlines specific actions that will be taken to help the student.

State Requirements

The PECCS curriculum of 25 required Carnegie Units will meet or exceed the State of Mississippi minimum prerequisite requirements for high school graduation which include:

- 1. Four Carnegie Units of language arts.
- 2. Two Carnegie Units of writing intensive course, one of which must be English and the other of which may be English or any other subject. When applicable, writing-intensive courses may be counted towards the fulfillment of other graduation requirements.
- 3. Three Carnegie Units of mathematics, one of which must be Algebra I and one which must include geometry content.
- 4. Three Carnegie Units of science.
- 5. Three Carnegie Units of social studies, of which at least one year must be history of the United States or a combination of history of the United States and American government.
- 6. One Carnegie Unit chosen from (A) music, (B) art, (C) foreign language, which shall be deemed to include American Sign Language, or (D) vocational education. (105 ILCS 5/27-22(e))
- 7. .5 Carnegie Units of health, .5 Carnegie Unit of Physical education, and completion of driver's education.

PE waivers can be utilized in the first two years of rigorous course work at PECCS and will be mandated in the final two years at the partnering community college. Driver's education will be offered in the summer school setting. See Attachment 4 for a complete representation of curriculum requirements.

College Coursework

Phoenix Early College Charter School students who are enrolled in college courses can be

dropped from a college course for failure to meet the course requirements. Dual credit students have to follow the syllabi of the faculty. If the student is dropped, PECCS is responsible to get the student into a special program that is high school equivalent in order for them to meet the Carnegie Unit requirement that they missed to make up the hours. The time period they were in a class (from which they were dropped) will then go to being in a PECCS class to get necessary Carnegie Units.

If a student fails to continue in a college course, PECCS will invest in proper credit recovery and the student will be in a supervised setting with a PECCS teacher. In addition to regular course support work, online and paper credit recovery systems that can be used to bring the student current in credit hours. Additional supports could include completing short classes during breaks (mini-mesters), spending additional tutoring time with their Student Assistant Personnel (SAP), focused bimonthly mastery program with A+ Anywhere, library working sessions, and summer school.

The College will treat PECCS students the same as the other college students. PECCS will have consistent communication with the parents. If it is a college course, then a FERPA waiver must be on file that establishes that the student allows the partnering college to communicate with student parents. The PECCS Student Assistant Personnel (SAP) / college liaison will be the person who communicates between the parents and the partnering college faculty. It is common that most dual credit students sign the waiver at the time of enrollment, and PECCS could have all sophomore students sign the wavier.

Students will have a PECCS Student Assistant Personnel (SAP) and study hall time to help them focus on classes to help them pass. If they fall below the required college GPA, they will have to take courses during breaks to bring up their GPA.

High School Graduation Requirements

For schools serving grades 9-12 only.

- Describe how the school will meet the graduation (exit) requirements described in Attachment 4. Explain how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements will exceed state and district standards, explain the additional requirements.
- 2. Explain how the graduation requirements will ensure student readiness for college or other postsecondary opportunities (e.g. trade school, military service, or entering the workforce).
- 3. Discuss the systems and structures the school will implement for students at risk of dropping out or not meeting these requirements.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

High school graduation requirements will include 25 Carnegie units plus 40 service learning hours and must pass mandatory state test in Algebra 1, English II, US History, and Biology. PECCS has not increased the state required Carnegie units because of the simplified weight of college courses but mandatory service learning hours are a part of the PECCS experience. It is important that students learn how to give back to their community with volunteering, acts of kindness, and service for no pay. In order to earn a high school diploma, each student must meet all of the following requirements. Some of the courses will be taken for both high school and college credit. A hybrid course will be worth .5 Carnegie units.

English/Language Arts	4 Carnegie units	Writing must be in 2 courses
Mathematics	3 Carnegie units	Algebra and Geometry content mandated
Science	3 Carnegie units	
Social Studies	3 Carnegie units	US Constitution must be passed
Foreign language	1 Carnegie units	Spanish will be the foreign language offered at PECCS

Social Science	1 Carnegie units	
Computer Science /	1 Carnegie units	
Programming		
Art ,Theater, or Music	1 Carnegie units	
Appreciation		
Driver Education	.5 Carnegie units	
Physical Education	1 Carnegie units	Includes dance, aerobics, weight
		lifting, Wii Active course, etc.
Health	.5 Carnegie units	
College Readiness	1 Carnegie units	
Electives	5 Carnegie units	

GRADE REPORTING INFORMATION

Grade Point Scales

There is one grade point scale on which grades are computed. The scale is listed below.

4.0- A

3.0- B

2.0- C

1.0- D

0.0- F

This numbering system will allow for students to be judged by higher education institutes fairly. High school transcripts will contain course names, semester grades, Carnegie units earned, semester GPAs, cumulative GPAs, and current class rank.

Grade Criteria

The awarding of the letter grade, based upon objective data, is the responsibility of the teacher. The teacher's grade is final and can only be changed by that teacher or, in an unusual circumstance, by the principal or Board of Directors. If the administration, teacher, or counselor drops a student from a class, an "F" is assigned for that dropped class until equivalent credit recovery has been obtained. A student may drop a course only if the student has signed permission of the teacher, parent, and counselor, and the dropped course is replaced with a credit recovery course. The procedure to drop a course is as follows: Student and teacher will schedule a meeting outside of class time to discuss the pros and cons of withdrawing from the course. If, after the teacher and student meeting, the student still wants to pursue withdrawing from the course, a student, parent, and counselor meeting will occur to further discuss the pros and cons of the withdrawal. If any one of the parties does not want the withdrawal to occur, the process stops unless the principal or designee allows the student to withdraw.

Class Rank

The ranking of all students is based on the grade point average computed at the end of each semester. Class rank is based on all semester grades. The grade of "F" is included in determining class rank.

Class Structure

To prepare Phoenix Early College Charter School students for college level courses, the first two years of high school courses will utilize many college cultural components uncommon to traditional high school. PECCS will have no bell systems or intercom systems. Students will receive a syllabus for each class and be held responsible for keeping up with assignments due and activities that are approaching. Students will

have homework daily and can expect two hours of study time each night. Blackboard Online Services will be utilized to help students keep up with assignments during absences. Cooperative learning and teamwork will be a part of the daily procedures for learning. Time will not be wasted resisting electronic devices and internet use in the classroom; rather students will be instructed and expected to utilize technology in a mature and productive manner.

Ensuring College Readiness

The Early College model was created to ensure college readiness. By the time a PECCS student reaches his Junior year, they have completed potentially 4 semesters of High School math and 4 semesters of High School language arts. The Block 4 scheduling allots for this course work and the instructors have been trained and prepared to deliver it in a manner to achieve best results.

Identifying and Helping At Risk students

It is imperative that all students in Phoenix Early College Charter School have the opportunity to be successful. It is the educational philosophy of PECCS that all students can learn. With this in mind, PECCS will give struggling students opportunities for more instructional minutes to fulfill the needs for remediation. Students will have the opportunity to attend up to 50 additional days of instruction based on their needs. PECCS has built in specific important methods of remediation and interventions to assure that each student has that opportunity for success.

1. Double Blocked Math

Students who enter PECCS not prepared for Geometry will have two class periods of math each day. They will have their Algebra course and a 50 minute Algebra lab each day.

After School Tutoring

Students will be able to access tutoring after school to help with concepts that are difficult for them. Teachers and volunteers will be available for students to get the one-on-one attention necessary for success.

3. Saturday School

Students who fall behind on weekly assignments may have to attend Saturday School which will happen the last Saturday of each month for the purpose of never letting a student go into the next month with missing assignments.

4. Mini-mesters

Students who need additional guidance in a particular subject or a series of lessons may be asked to attend school during spring or winter break to get caught up on the topic.

5. Summer School

Summer school will be mandated for students who fail to complete a high school course successfully.

6. Credit Recovery

Students who are removed from a college course will have the opportunity to participate in credit recovery. A student enrolled in a correspondence course will receive high school Carnegie units for work completed,

provided the course is given by an institution accredited by the Southern Association of Colleges and Schools. A maximum of 2 units of correspondence course credit may be counted toward the requirements for a student's high school graduation.

It is the PECCS imperative to create the opportunity for every student to be successful. It is the philosophy of PECCS that every student can learn. PECCS students will be provided 7.75 hours of instruction per day. This exceeds the current state minimum requirement of 5.0 hours of instruction per day by 2.75 hours. The PECCS 7.75 hour instructional day will provide a minimum of 465 minutes of daily instruction, well in excess of the state minimum requirement of 300 minutes per instructional day. PECCS will provide students with a minimum of 176 days of instruction per year. Mini-mesters, summer programs and other support interventions could provide students, according to their needs, as much as 230 days of yearly instruction.

School Calendar and Schedule

- 1. Discuss the annual academic schedule for the school, including total number of days/hours of instruction. Explain how the calendar reflects the needs of the educational program. Provide, as **Attachment 5**, the school's proposed calendar for the first year of operation.
- 2. Describe the structure of the school day and week. Include the number of instructional hours/ minutes in a day for core subjects such as language arts, mathematics, science, and social studies. Note the length of the school day, including start and dismissal times. Explain why the school's daily and weekly schedule will be optimal for student learning. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade. Provide, also in **Attachment 5**, a sample daily and weekly schedule for each division of the school.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

The PECCS school calendar will have 180 days of student mandated attendance with the possibility of 230 days including mini-mesters and summer school. It is PECCS goal to deliver each student to a place of success understanding that some will take more time than others. Our normal school day last 8 hour and 15 minutes which is longer than the traditional school by 105 minutes. The extended day gives our students 315 additional hours of learning than in the tradition form or more than 45 days. PECCS believes this schedule defies those who believe that at risk students can't handle the academic rigor of college readiness. Rigor will become a part of PECCS's students daily regimen. If you are a believer that all students can learn then an extended day with extended learning opportunity is a path to success. The schedule includes 410 instructional minutes a day compared to a more traditional 310 minute per day in a seven course- 45 minute schedule. This gives PECCS students 2050 instructional minutes per week of academic instructions during their freshman and sophomore years. Students will begin each day at 7:45 with a 15 minute group gathering to recite affirmations, leadership training, and character education. They will then attend 2 am courses, join together for a community lunch, and finish the day with 2 additional 90 minute courses and the 50 minute hybrid course. The day ends at 4pm for those students not participating in after school tutoring.

Once students have advanced to their junior year, students who are fully immersed in college courses will attend the morning gatherings, then are bussed to Copiah Lincoln Community College where they will take a minimum of 15 credit hours per semester. Student who are partially immersed will attend morning classes at PECCS and then attend Co-Lin in the afternoon with exceptions being made for technical students who classes are only offered in the morning. It is very important to the design team that student receive such a structured and rigorous environment for their first 2 years that college "seems" easy for them.

School Culture

- 1. Describe the culture or ethos of the proposed school. Explain how it will promote a positive academic environment and reinforce student intellectual and social development.
- 2. Explain the plan to create and implement this culture for students, teachers, administrators, and parents, starting from the first day of school. Describe the plan for enculturating students who enter the school mid-year.
- 3. Describe a typical school day from the perspective of a student in a grade that will be served in the first year of operation.
- 4. Describe a typical day for a teacher of a grade that will be served in the first year of operation.

 TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Providing a healthy culture that promotes safety, security, strong relationships, and a sense of belonging will be one of the most critical components for providing a framework to support all students, especially those with at-risk characteristics. Within this type of environment, students will feel secure in approaching faculty and support staff for assistance. At Phoenix Early College Charter School, meeting the social and emotional needs of all students is of equal value to addressing academic needs.

The PECCS Design Team recognizes that the success of students is dependent upon a school's ability to create a culture that fosters meaningful, sustained relationships between teachers, students, parents, and support staff. After visiting 15 different early college programs in four different states throughout the United States, the team was consumed by the success of students of all genders, race, and socio-economic backgrounds when engulfed in the supportive and caring hands of exceptional educators who bring their textbooks and their commitment to excellence to school with them every day. State after state, the Design Team watched students earning college credit and stepping up to the rigor of college courses because of a culture of high expectations and the tools necessary to get the job done. PECCS will be very deliberate in duplicating the culture of high expectations, a relentless push towards excellence, and student support that the early college model provides. The roadmap for success will be clearly defined for a PECCS family and the guidance across that map will be navigated clearly by the supportive staff.

The PECCS teacher evaluation rubric includes assessment of teachers on their ability to represent a culture for learning with a high teacher commitment to the subject and high expectations for student achievement with evidence of promotion of the school mission.

PECCS will promote students to demonstrate standards of character and behavior that are recognized as requirements for post-secondary academic success and employability. These include, but are not limited to, hard work, personal responsibility, and respect according to school-developed standards, plus Social Emotional Learning (SEL) Performance Descriptors as identified by The Collaborative for Academic, Social and Emotional Learning (CASEL) at the University of Illinois-Chicago. PECCS teachers and staff will be expected to model these standards. These standards will promote students self-improvement, individual growth and character development. These standards are imperatives for the development of successful urban young adults.

Ninth and tenth grade PECCS students will be required to wear a uniform. A likely uniform model is that of Robertson Charter School where students wear a branded school polo shirt. On the College campus, this modest uniform will be useful in identifying PECCS high school students from those students attending college classes. Eleventh and twelfth grade students will not be required to wear a uniform as it is important that they identify themselves as college students and that they are not singled out as high school students in the college classroom.

Uniform clothing for the first two years of PECCS attendance also promotes social growth and awareness as a select group of high school students. Uniform clothing also removes much of the stratification that can occur between students who have greater and lesser financial resources. Uniform shirts will be available for sale from the school. PECCS will assist low income families in acquiring PECCS uniform shirts.

For ninth and tenth grade students, Phoenix Early College Charter School will be a closed campus. PECCS holds that student safety, as well as community and cultural development, is enhanced by a closed campus. Along with the school uniform, all underclass students will remain within the protective parameters of the PECCS building(s) and under the vigilant eyes of PECCS staff. The sense of community and focus on learning will be essential to the building of the school's culture.

In this small, enclosed school environment, PECCS staff will know every student by name and foster the supportive student / adult relationships so important to youth development and success – especially for our targeted at-risk population. Student may be taken mid-year in their freshman year if space is available but students will not be able to join PECCS after their freshman year. A student who joins after the first semester will be met by a welcoming committee of students who will help mentor and bring the student up to speed on culture. Experience in education says that students are better at this kind of task than adults.

As eleventh and twelfth graders, students will be allowed to discard the school uniform and traverse the college campus as part of the full-time immersed college experience. They will still report to the PECCS building for daily activities including "Morning Chat", counseling, scheduling, tutoring, mentoring and social activities.

To help students with mastery of topics, Phoenix Early College Charter School will utilize a four block hybrid school day schedule. Ninth and tenth grade students will have 4 courses every day for the semester and a hybrid course. By working on a smaller number of classes at one time, the students will be able to focus on concepts and work toward mastery. Classes will be 90 minutes a day, five days a week and will be worth 1 Carnegie Unit. The hybrid addition to the schedule will tie in a 50 minute elective 4 days a week that will be worth .5 Carnegie Unit. The hybrid hour will also be used once a week for an advisory meeting. Extensive research and thought went into the creation of this hybrid schedule that will allow students the opportunity to achieve Calculus by the second semester of their sophomore year. The schedule will also help students be better prepared for the ACT test, which the students must successfully complete before entering any college courses, which will be practiced in the fall of the student's sophomore year and taken for high stakes in the spring of their sophomore year. Following are two examples of a Freshman Schedule.

1st hour	Honors English	1 st Hour	Earth Science
8:00-9:30	1	8:00-9:30	
2 nd Hour	Honors	2nd hour	English 1
9:35-11:05	Geometry	9:35-11:05	5
0.00 1.1.00			
Lunch	Lunch	Lunch	Lunch
11:05-11:55		11:05-11:55	
3 rd Hour	Advanced	3 rd Hour	Algebra
12:00-1:30	World History	12:00-1:30	
4 th Hour	Advanced	4th Hour	US
1:35-3:05	Biology 1	1:35-3"05	Government
Hybrid	Freshman	Hybrid	Algebra lab
3:10-4:00	Seminar	3:10-4:00	

When discussing typical teacher schedules, most teachers will have 4 courses and a prep period. This will give them up to 90 minutes of planning a day. So a freshman math teacher will have 2 Geometry

courses, 1 algebra, 1 algebra lab, and a planning period. In year two as more staff is added, it will create some flexibility to have more group planning time throughout the day.

Supplemental Programming

- 1. If summer school will be offered, describe the program(s). Explain the schedule and length of the program including the number of hours and weeks. Discuss the anticipated participants including number of students and the methods used to identify them. Describe the anticipated resource and staffing needs for these programs and how will they be funded.
- 2. Describe the extra- or co-curricular activities or programming the school will offer, how often they will occur, and how they will be funded.
- 3. Describe the programs or strategies the school will employ to address student mental, emotional, and social development and health.
- 4. If applicable, describe any other student-focused activities and programs that are integral to the educational and student-development plans.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Summer School will be an important part of PECCS. In order to maximize students' ability to be successful, summer school will be utilized to help students who have failed a course. It will also be used to help prepare students for the upcoming college experience in more of a summer camp setting. Classes will be 4 days a week from 8-noon and the expectation is approximately 20% of students will participate. PECCS plans to commit one teacher, one SAP staff, and the Principal to the summer camp project. By year 2, some students will begin taking summer courses at Copiah Lincoln Community College.

PECCS social and emotional student program really is engulfed in the culture of the school. By creating a family setting with students meeting with advisors weekly and our character education and leadership development portion, PECCS feels confident that these area will be catered to efficiently.

Student government will be an important part of the PECCS environment. This will give students a voice in decision making. Other clubs will be created depending upon student interest. PECCS will create an environment where students want to be at school and involved.

Special Populations and At-Risk Students

1. Describe the overall plan to serve students with special needs, including but not limited to: students with Individualized Education Programs or Section 504 plans, English Language Learners (ELLs), students identified as intellectually gifted, and students at risk of academic failure or dropping out. Identify the special populations that the school expects to serve, and the basis for these assumptions, whether through data related to a specifically targeted school or neighborhood, or more generalized analysis of the population to be served. Discuss how the course scope and sequence, daily schedule, staffing plans, and support strategies and resources will meet or be adjusted for the diverse needs of students.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

The mission of the Phoenix Early College Charter School is to provide an integrated secondary and post-secondary academic program so all students earn one to two years of transferable college credit leading to college completion while fulfilling the requirement for a high school diploma. Phoenix Early College Charter School shall serve Natchez-Adams District 130 students Grades 9 through 12 and shall target at-risk students who are underrepresented in higher education. Phoenix Early College Charter School shall recruit low-income students, racial and ethnic minorities, first generation college goers, and English language learners; students at risk of dropping out of high school, not matriculating to college, and not completing a degree, (i.e., students with poor attendance, struggling learners, students who are overage and under-credited).

Phoenix Early College Charter School will provide students, regardless of ethnic, cultural, language or socioeconomic status, with a four-year college immersion education which will allow them to develop

their talents, fulfill their potentials, and excel in their selected areas of academic and economic life.

Phoenix Early College Charter School will utilize the Three Tier Response to Intervention (RTI) academic and behavioural support process to help students achieve at their highest possible level. Students will be base-line tested during the first week of school to determine in which cohort they will be placed. Once students have been tested, their results will help PECCS determine what classes best serve the student and to get appropriate assistance for the student and staff. Additionally, every student's special education needs will be identified and addressed.

PECCS will be working diligently to provide proper services for students with disabilities. We will provide services for students with disabilities by hiring appropriate staff, some with dual credentials, to service our students of need. We will also work with the Disability Support Services department at Co-Lin Community College to utilize services available for junior and senior students who are engaged in college courses. Students who enter PECCS with an IEP will receive the appropriate minutes necessary throughout the day and in an extended small group setting to make sure that they are getting the accommodations necessary to be successful. Teachers will receive all relevant information needed from the IEP so that they are making the proper accommodations in the push-in classroom setting. PECCS will also utilize Teacher Aides to help with 504 disability needs and accommodations whenever it is appropriate.

Every student at PECCS will have an Individual Learning Plan (ILP) which incorporates learning styles, strengths, weaknesses, and other important information. A teacher/ Student Assistant Personnel (SAP) will be responsible for monitoring biweekly progress of each PECCS student, including those with Special Education needs. Student grades and achievement information will be available from and to all staff through our PowerSchool student information system. The Principal and the Special Education teacher will have the responsibility of attending IEP transition meetings to collaborate with the teachers and administrators of Natchez District 130 to make a smooth transition for students with disabilities.

It will be very important that all staff is updated on students with disabilities and their service needs. It will be the responsibility of the Principal and the special education teacher to make sure that each staff member is educated on how to make the appropriate accommodations for those students. There will be a resource class offered during the hybrid hour to wrap up the day for students with IEP plans to discuss the day, receive services, and keep organized. The Special Ed teacher will push in to as many courses possible to create the least restrictive environment as possible. Goals will be set in each students files to gain mastery over skills that will help them be successful and additional communication on college resources will be given to those students needing assistance. PECCS will discuss career planning with IEP students and their parents to make the college transition one that is appropriate for the students desires and work level.

2. Complete this table to demonstrate calculation of at-risk students the school anticipates serving.

	% FRL ONLY	% Students with Disabilities ONLY	Total % At-Risk
Anticipated school demographics	75	2	85
Current school district demographics	79.4	2.16	91.63
80% minimum calculation	63.58	1.72	73.3

- 3. Specifically describe the plan to identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. Specify the programs, strategies, and supports you will provide, including the following:
 - a. Methods for identifying students with special education needs (and avoiding misidentification);

- b. Specific instructional programs, practices, and strategies the school will employ to provide a continuum of services, ensure access to the general education curriculum, and ensure academic success for students with special education needs;
- c. Plans for monitoring and evaluating the progress and success of special education students with mild, moderate, and severe needs to ensure the attainment of each student's goals as set forth in the IEP;
- d. Plans for promoting graduation for students with special education needs (high schools only); and
- e. Plans to have qualified staffing adequate for the anticipated special needs population.
- 4. Explain how the school will meet the needs of ELL students, including the following:
 - a. Methods for identifying ELL students (and avoiding misidentification);
 - b. Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students;
 - c. Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services:
 - d. Means for providing qualified staffing for ELL students.
- 5. Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies, and supports that will be provided for these students.
- 6. Explain how the school will identify and meet the needs of intellectually gifted students, including the following:
 - a. Specific research-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their experience;
 - b. Plans for monitoring and evaluating the progress and success of these students; and
 - c. Means for providing qualified staffing for intellectually gifted students.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Phoenix Early College Charter School will utilize the Three Tier Response to Intervention (RTI) academic and behavioural support process to help students achieve at their highest possible level. Students will be base-line tested during the first week of school to determine in which cohort they will be placed. Once students have been tested, their results will help PECCS determine what classes best serve the student and to get appropriate assistance for the student and staff. Additionally, every student's special education needs will be identified and addressed.

By fostering a healthy culture that promotes safety, security, strong relationships, and a sense of belonging, Phoenix Early College Charter School will create one of the most critical components for providing a framework to support students with at-risk characteristics. Within this type of environment, students will feel secure in approaching faculty and support staff for assistance. At PECCS, meeting the social and emotional needs of all students is of equal value to addressing academic needs.

Phoenix Early College Charter School believes that learning is a reasonable result when students are engaged in active, meaningful, goal-directed, cognitive initiatives; where administrators, teachers and students work together as partners in the learning environment. In such an environment and with such a curriculum, students with special educational needs, such as those categorized through Special Education, will be welcomed in the classroom, and the delivery of their special services coordinated with inclusion. In PECCS, every student's special educational needs will be identified and addressed in accordance with federal and state laws and regulations as well as the individual students' Individualized Education Plan (IEP).

PECCS staff and administrator will cooperate fully with all specified Special Education mandates and services. PECCS will ensure that all regular classroom teacher are knowledgeable about individual students identified with disabilities and will work collaboratively with the special education staff in implementing any modifications or accommodations as delineated in the student's IEP. Every teacher of a student with a disability will be provided a copy of the student's accommodations.

Students with disabilities will have equal opportunity with students in regular education to

participate in, and where appropriate, receive credit for non-academic, extracurricular and ancillary programs, services and activities. Students with disabilities will receive the same notices concerning school-sponsored programs, activities, and services as other students. Programs, services and activities will include, but not be limited to counseling, art and music, transportation, field trips, physical education, and other school-sponsored activities.

A teacher/Student Assistant Personnel (SAP) will be responsible for monitoring biweekly progress of each PECCS student, including those with Special Education needs. Student grades and achievement information will be available from and to all staff through our PowerSchool student information system. A designated staff member will have the responsibility of attending IEP meetings.

Using the technology of iSTEEP LLC's "System to Enhance Educational Performance" (STEEP), students will be placed in cohorts using Response To Intervention (RTI) tiers. Through biweekly progress monitoring and 3 times a year benchmark screening, the program will produce effective data for teachers to use in lesson planning and advancing students to higher tiers. (It is important to note that RTI within a three-tier intervention model is also part of special education eligibility decision-making required by 34 CFR 300.309 and 23 IAC 226.130.)

Response to Intervention (RTI) is the practice of providing: 1) high-quality instruction/intervention matched to student needs and 2) using learning rate over time and level of performance to 3) make important educational decisions. This means using differentiated curriculum-based instructional strategies for all learners, providing all learners with scientific, research-based interventions, continuously measuring student performance using scientifically research-based progress monitoring instruments for all learners and making educational decisions based on a student's response to interventions.

RTI is part of a systematic problem solving process used to organize resources in order to provide assistance in direct proportion to student needs. This process is typically depicted as a three-tier model that utilizes increasingly more intense interventions. Tier 1 is the foundation and consists of scientific, research-based core instructional and behavioral methodologies, practices and supports designed for all students in the general curriculum. At Tier 2, supplemental instruction and short-term interventions are provided *in addition to core instruction* to those students who display poor response to the Tier 1 group instruction procedures. Tier 3 consists of intensive and short-term interventions provided *in addition to core instruction and Tier 2 interventions* to increase an individual student's rate of progress. Students who do not display meaningful progress in response to Tier 2 interventions or those that display progress but continue to need supports would be considered for more intensive interventions at Tier 3.

Within each of the three tiers, school teams use a problem-solving process to:

- 1. Define the problem by determining the gap between the student's current performance and the expected level of performance.
- 2. Analyze the problem using available data to determine why the gap is occurring.
- 3. Establish a student performance goal, develop an intervention plan to address the goal and delineate how the student's progress will be monitored and implementation integrity will be ensured.
- 4. Use progress monitoring data to evaluate the effectiveness of the intervention plan.

The three-tier model provides progressively more intensive interventions and supports, coupled with more frequent progress monitoring of student achievement in order to guide the educational planning of students.

All upper class students, including those with Special Education needs, will have access to the Copiah-Lincoln Community College Disability Support Services department.

Co-Lin Community College is committed to providing accommodations to students with disabilities. Each individual has a basic right to an education in accordance with his or her aspirations, talents, and skills. Support services ensure students with disabilities an equal opportunity to participate fully in the total college experience. The College offers support and accommodations to students with documented disabilities by providing advisement, counseling, adaptive equipment and materials, instructional aids, tutors, note-takers, interpreters, and testing accommodations, as well as many individualized services.

Phoenix Early College Charter School will be responsible to make sure that all Special Education paperwork is accounted for, and the instructors are notified of the accommodations necessary. PECCS will have the ability to determine what level of accommodations the student needs and whether or not the PECCS has the capacity to provide the necessary level of accommodations. If PECCS cannot provide the accommodation, the student is advised that a particular accommodation is not available. Self-contained classroom settings or life skills programs are examples of services PECCS would not have the capacity to supply. Once a student has applied as dual-credit, they would be eligible to apply for accommodations on the postsecondary level. College faculty will always get notification with regard to the PECCS students. PECCS will advise students to a career choice that would work with their level of abilities.

Quarterly progress reports regarding each student and his or her IEP, as well as copies of all report cards, will be given to the student's parents. Parents will be informed of these policies in the parent/student handbook, the school website, the school newsletter, and in individual meetings with parents and their child.

Students with disabilities have the same rights and responsibilities as other students and may be disciplined for the same behavioral offenses. If a student with disabilities has an IEP that includes disciplinary guidelines, the student will be disciplined in accordance with those guidelines as required by IDEA. Students for whom the IEP does not include specific disciplinary guidelines may be disciplined in accordance with the standard school policy. A student's family may elect to appeal a decision by the Principal to the Board of Directors. In all events of expulsion, the Principal will work in conjunction with the family to find the best possible alternative setting.

PECCS will include professional development activities that will help teachers serve students with disabilities in the least restrictive environment.

PECCS will provide services for students with disabilities by hiring appropriate staff, some with dual credentials, to service our students of special need. PECCS will also work with the Disability Support Services department at Co-Lin Community College to utilize services available for junior and senior students who are engaged in college courses. Students who enter PECCS with an IEP plan will receive the appropriate minutes necessary throughout the day and in an extended small group setting to make sure that they are getting the accommodations necessary to be successful. Teachers will receive all relevant information needed from the IEP so that they are making the proper accommodations in the push-in classroom setting. PECCS will also utilize Teacher Aides to help with 504 disability needs and accommodations whenever it is appropriate.

Student Success Monitoring Plan

Phoenix Early College Charter School will have a thorough system for monitoring student progress. Data is extremely important for this type of school and the school's success is based on getting the most out of each student. As all students learn differently and at different speeds, it will be our objective to have each student individually ready for the ACT exam by the end of their sophomore year. Each ninth and tenth grade student's progress will be monitored by three factors:

- A teacher/ Student Assistant Personnel (SAP) will be responsible for monitoring biweekly progress of each student. Student grades and achievement information will be available from and to all staff, to students and parents through our PowerSchool ¹ student information system.
- 2 Using the technology of iSTEEP LLC's "System to Enhance Educational Performance" (STEEP) 2,

- students will be placed in cohorts using Response to Intervention (RTI) ³ tiers and Social and Emotional Learning information. Through biweekly progress monitoring and 3 times a year benchmark screening, the program will produce effective data for teachers to use in lesson planning and advancing students to higher tiers.
- 3 Students who need additional help will receive it through additional school day tutoring, after school tutoring, Saturday school, mini-mesters that will occur during winter break and spring break, and summer school.

By using these three implementations, the students of Phoenix Early College Charter School will be prepared for their college courses by the beginning of their junior year.

Student Recruitment and Enrollment

- 1. Explain the plan for student recruitment and marketing that will provide equal access to interested students and families. Specifically, describe the plans for outreach to families in poverty, academically low-achieving students, students with disabilities, and other youth at risk of academic failure.
- 2. Describe the timeline and individuals responsible for student recruitment/engagement and enrollment.
- 3. Provide, as **Attachment 6**, the school's Enrollment Policy, which should include the following:
 - a. Tentative dates for application period, and enrollment deadlines and procedures, including explanation of how the school will receive and process applications;
 - b. Description of any enrollment preferences or priorities;
 - c. Describe the school's lottery procedures and how they will comply with the statutory requirement in Mississippi Code §37-28-15 that lotteries be "equitable, randomized, transparent, and impartial";
 - d. Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers; and
 - e. Explanation of the purpose of any pre-admission activities for students or parents.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Informational presentations have been and will be made to local churches, civic groups, boys and girls clubs and teen centers. Petition forms have been circulated at shopping centers and other public places. Advertising placards will be posted on city buses. Information and presentations regarding PECCS will be provided to those community groups and agencies that provide services to at-risk families and children. Presentations will be made to local middle schools through cooperation of Natchez District 130 school officials. Parents and community leaders will be part of the recruitment and presentation process. Petition forms will continue to be circulated at shopping centers. Advertising placards will be posted on city buses.

Information and presentations regarding PECCS will be provided to those community groups and agencies that provide services to at-risk families and children. Upon charter approval, presentations will be made to local middle schools through cooperation of Natchez-Adams District school officials. Parents and community leaders will be part of the recruitment and presentation process.

Phoenix Project Community Development Foundation president Volley Davis and Board member Iretha Beyah continuously host a one-hour weekly talk-show radio forum (The Bottom Line) on Natchez area station WTYJ 97.7 FM / WMIS 1240 AM on behalf of the proposed Phoenix Early College Charter School.

A dedicated PECCS informational Facebook page has been launched and is available at https://www.facebook.com/PhoenixECCS?fref=ts. Phoenix organizers respond to all inbox messages received in a timely manner.

A dedicated PECCS website, www.phoenixeccs.org, is under construction. PECCS will use its website and Facebook page for continuing and ongoing communication with parents and the community. Family events will be hosted at the school.

Student Discipline

- 1. Describe in detail the school's approach to student discipline. Taken together, the narrative description and discipline policy should:
 - a. Explain the practices the school will use to promote discipline, including both penalties for infractions and incentives for positive behavior;
 - b. List and define the offenses for which students must (where non-discretionary) and may (where discretionary) be suspended or expelled;
 - c. Explain how the school will take into account the rights of students with disabilities, including students with Behavior Support Plans in disciplinary actions and proceedings; and
 - d. Explain procedures for due process when a student is suspended or expelled as a result of a violation, including a description of the appeal process that the school will employ for students facing expulsion and a plan for providing services to students who are expelled or out of school for more than ten days.
- 2. If already developed, provide the proposed discipline policy as Attachment 7.
- 3. Discuss how students and parents will be informed of the school's discipline policy.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

A key factor to student success is the safety and security of a well-disciplined environment. The small school environment of Phoenix Early College Charter School will engage all staff members to model appropriate behavior and to intervene if disciplinary issues arise. The Principal will be responsible for administering discipline at the school.

A detailed student handbook is being drafted and will be reviewed and adopted by the Phoenix board. The student handbook will clearly outline expectations for student behavior, rights of students with disabilities, and due process procedures for students facing suspension and expulsion.

PECCS proposes to institute a system of Restorative Justice as a form of disciplinary response as needed. Restorative justice is a systemic response to wrongdoing that emphasizes healing the wounds of victims, offenders, and communities. Restorative principles and practices help:

- hold the offender accountable for his or her actions
- provide victims with a safe place to share how the incident impacted him or her
- include members of the community in developing a moral stance and helping the offender in making things right
- develop an effective alternative to the traditional system of school discipline

By "making things right," restorative practices seeks to knit wholeness back into a community which has been torn; it seeks to repair relationships so students can focus on their school work and reconnect as a member of the learning community.

The restorative justice approach means that PECCS staff will work with students rather than doing things to them or for them. It's been shown that people are more likely to make positive life changes and adjust their negative behaviors, and be happier, more cooperative and more productive through this approach. Unlike an authoritarian, punitive or overly permissive approach, the participatory or restorative mode enables the students to restore relationships and build community. The restorative model shows a student that one has control over and responsibility for his own life. This approach allows students more autonomy and participation in decision making. With restorative justice, students will learn that the PECCS community is one in which they are all equal, working hard to reach similar goals and working together to arrive at solutions to problems that come up along the way.

The Principal will be responsible for school discipline and may delegate the training and administration of the restorative justice program to other PECCS staff members.

College Discipline

If a dual credit student is disruptive in a college class, the student can be reported to the PECCS Principal who will be on campus. Phoenix Early College Charter School will have consistent communication

with the parents and relevant college faculty members. The PECCS will acclimate students to behavioral requirements of the college. The expectation is that exposure to non-PECCS students will cause the students in PECCS to progress to that mentality and behavior. A detailed student handbook is being drafted and will be reviewed and adopted by the Phoenix board. The student handbook will clearly outline expectations for student behavior.

In loco parentis/FERPA

A PECCS student in loco parentis/FERPA status would be treated the same as any other student at a college campus. The high school (PECCS) and postsecondary institution (Co-Lin Community College) may share information from records of dual-enrolled students (2010 FERPA Guide). While in the K-12 system, parents have certain rights with respect to their children's educational record. These rights transfer to the student when the student reaches the age of 18 or attends a postsecondary school (www2.ed.gov - FERPA). Disclosure of information to parents of students who are dependents for income taxes would apply, allowing the post-secondary institution to share grades and other information from the student's education records with parents (2010 FERPA Guide). PECCS students would have the option to complete a parent/guardian form that allows the college to make contact with the parents, if needed. For instance, this would prevent the need for obtaining tax returns for parents. One of the benefits to having the PECCS at the college would be that the school administration can be more involved with the PECCS students taking college post-secondary courses. PECCS will be an advocate, establishing student meetings between the parent/student and the school.

Parent and Community Involvement

- 1. Describe the role to date of any parents and community members involved in developing the proposed school.
- 2. Discuss specifically what has been done to assess and build parent and community demand for the school. Explain the plan to continue to engage parents and community members from the present time, to approval, and through opening.
- 3. Explain the plan to engage parents in the life of the school (in addition to any proposed governance roles described below). Describe the plan for building family-school partnerships to strengthen support for learning and encourage parental, student, and community involvement. Describe any opportunities and/or expectations for ongoing parent, student, and community involvement.
- 4. Discuss the community resources that will be available to students and parents. Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships including any fee-based or in-kind commitments from community organizations or individuals that will enrich student learning.
- 5. Provide, as **Attachment 8**, existing evidence of demand for the school (e.g. petitions or intent to apply forms) and/or support from intended community partners (e.g. letters of intent/commitment, memoranda of understanding, and/or contracts). DO NOT ATTACH CONVERSION SCHOOL PETITIONS HERE.

 TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Phoenix Early College Charter School proposes to partner with Natchez District 130 for recruitment access to middle school students. District administrators and staff can direct PECCS recruitment efforts to school assemblies and/or individually identified students.

Churches in the area have been and will continue to be a chief focus of the PECCS community engagement strategy. PECCS will continue to seek out churches and other agencies that serve in-need populations, both for their support of the project and as outreach to assure that PECCS successfully reaches its target audience.

Town hall meetings will be a fixture, especially in the development phase of the PECCS program. PECCS anticipates hosting such meetings annually.

PECCS will be working with a wide range of businesses, social service agencies, churches,

educational and cultural organizations, service clubs and organizations to accomplish two things. First is increased community awareness about the PECCS and student recruitment. Second is the development of specific partnerships that assist in the operation of the school and/or the achievement of students. Types of partnerships that will be sought out to assist in operations could include services such as legal assistance, printing, marketing assistance, equipment, and supplies – items and services that reduce operating costs or offer PECCS the ability to do more than the budget provides.

To provide the maximum of real-life relevance and assist with student achievement, PECCS will seek partnerships with students and staff of our partnering college(s) to provide mentoring and tutoring, enrichment opportunities for students, classroom presentations or teaching that adds to what is provided by the regular teaching staff. Business partners will be solicited to provide career exploration opportunities, job shadowing and/or internships for upper class students. Career and Technical Education (CTE) is a growing field and needs to be addressed.

PECCS will create a parent engagement program based on the highly successful parent engagement program developed and operated by Robertson Charter School. Parents will be encouraged to participate in their student's development. A Charter Parent Association will be developed through which parents can become comfortable participating with the school. Parent events will be hosted - food will be provided. Facilities will be made available to help parents in job searches, banking and financial planning, and other personal educational endeavors in addition to social and professional development activities.

A dedicated website is under construction and a Facebook page for Phoenix Early College Charter School is already operating. PECCS will use its website and Facebook page for continuing and ongoing communication with parents and the community. Family events will be hosted at the school. Additionally, PowerSchool, the PECCS chosen student information system, will allow parents to access teachers, administrators, and school calendars.

Educational Program Capacity

- Identify the key members of the school's leadership team. Identify only individuals who will play a substantial and
 ongoing role in school development, governance and/or management, and will thus share responsibility for the
 school's educational success. These may include current or proposed governing board members, school
 leadership/management, and any essential partners who will play an important ongoing role in the school's
 development and operation.
- 2. Describe the team's individual and collective qualifications for implementing the school design successfully, including capacity in areas such as: school leadership, administration, and governance; curriculum, instruction, and assessment; performance management; and parent and community engagement.
- 3. Describe the group's ties to and/or knowledge of the target community.
- 4. Identify any organizations, agencies, or consultants that are partners in planning and establishing the school, along with a brief description of their current and planned role, and any resources they have contributed or plan to contribute to the school's development.
- 5. Identify the principal/head of school candidate and explain why this individual is well-qualified to lead the proposed school in achieving its mission. Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates capacity to design, launch, and manage a high-performing charter school. Discuss the evidence of the leader's ability to effectively serve the anticipated population. This evidence may include annual student achievement data, disaggregated by subgroup, for every school under the current or prior management of the leader or other administrator. Also provide, as **Attachment 9**, the qualifications, resume, professional biography, and proof of US Citizenship for this individual.

-OR-

If no candidate has been identified, discuss the process and timeline for recruiting, selecting, and hiring the school leader. Describe the criteria to be used in selecting this leader, and instead provide as **Attachment 9** a complete job description and required qualifications.

6. Describe the responsibilities of the school's leadership/management team beyond the principal/head of school.

a. If known, identify the individuals who will fill these positions, explain why each is well qualified for a specific role, and summarize their relevant track record of success. Provide, as **Attachment 10**, the qualifications, resumes, professional biographies, and proof of US citizenship for each identified individual.

-AND/OR-

- b. If any of these positions are not yet filled, discuss the process and timeline for recruiting, selecting, and hiring these team members. Describe the criteria to be used in selecting each, and instead provide in **Attachment 10** a complete job description and required qualifications for each unfilled role.
- 7. Explain who is currently leading the school development process, and who will work on a full-time or nearly full-time basis following approval of the charter to lead development of the school. Describe the plan to compensate these individuals.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

The current board member of the Phoenix Project Community Development Foundation serve on the development team for the Phoenix Early College Charter School and will serve as the administrating board of the approved charter school: Walter Huston, Volley Davis, Iretha Beyah, Claudine Starks Middleton and Jerolyn Banks. All board members are Mississippi natives and residents of the target community.

Mr Huston is Consultant / Consulting Firm Owner of Phoenix Development Corporation of Fayette MS, a former Land Use Planner, Economic Development Director and Plans Grant Analyst with an Associate Degree, Co-Lin Community College, a Bachelors Degree University of Southern MS and an MPA program certification from the University of Phoenix.

Mr Davis Bachelor of Science Degree with a major in Special Education, a minor in Elementary Education and Psychology and is a retired teacher with AJIC's Handicapped Children's Program and past Director of Youth Opportunity Program in Jefferson County.

Ms Middleton has a Masters in Elementary Education, a Master's Administration and Supervision, and a AAA Certification in Elementary Education.

Ms Jerolyn Banks is a Licensed Clinical Social Worker who provides assessments, treatment and referral counseling services to children, teens and adults, and their families.

Mrs Beyah is the Administrative Assistant for Phoenix Project Community Development Foundation AOP program, a Registered Tax Return Preparer and a small business owner with an Associates Degree in Accounting from Co-Lin Community College, and a Bachelors Degree in Business Administration from University of Southern Mississippi.

Phoenix Project Community Development Foundation will enter into a consultation contract with Charter Pros, Inc., the charter school consulting firm developed from and by the management staff of Robertson Charter School of Decatur (IL). The contract will specify the relationship between Charter Pros and Phoenix Project Community Development Foundation and will include an accountability plan for assessing Charter Pros' performance. Charter Pros services will include board development and training, back office functions (i.e. handling of all accounts receivable, accounts payable, payroll, recording of all income and expenses), staff screening and training, professional development services, school program development, marketing and public relations, and service contract negotiations. Founded in 2001, Robertson has become the Premier School of Choice in Decatur District 61 and is one of the highest performing charter schools in the state of Illinois. Services from Charter Pros will eliminate the need for PECCS to hire an Executive Director, Business Manager or other business office staff.

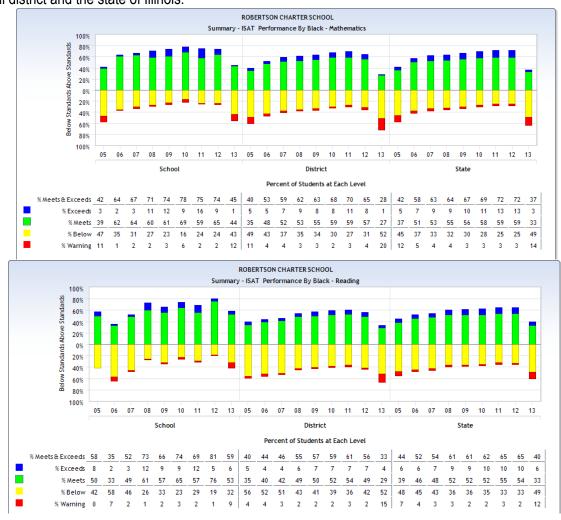
The Charter Pros consulting team includes members of the Partnership to Uplift Communities (PUC), a network of 15 urban charter schools, based in Los Angeles, CA. Founded in 1999, they opened their first Early College Charter School in 2004 and bring 11 years of ECCS experience to the development and operation of Phoenix Early College Charter School.

The identified Head of School is Cordell Ingram. Mr Ingram is currently Principal of Robertson

Charter School of Decatur, Illinois. Mr Ingram is currently engaged with the school development process. He will continue to be so engaged nearly full time as a function of his affiliation as a charter schools consultant with Charter Pros.

Mr. Ingram brings 20 years of education as an administrator, consultant, teacher, and coach to PECCS. As the current principal of Robertson Charter School in Decatur, Illinois, Mr. Ingram took a school that was considered a low achieving, lower class educational institution and changed it to Decatur's "Premier School of Choice". With 96% African American population and a 89% low income population, Robertson Charter School has achieved Annual Yearly Progress 10 of 13 years with Mr. Ingram as the principal. The school has been an Illinois Spotlight School 6 of the 8 years that the award had been given out.

Following is a chart of Robertson Charter School's last 5 years of achievement compared to the local district and the state of Illinois.



As a charter schools consultant, Mr. Ingram has done extensive research on the early college model, visiting 24 early college high schools over the past 4 years. He has spoken as a consultant and motivational speaker at 4 Illinois State Charter Conferences, the National Alliance of Educating Black Students National Conference, and has been on the design team of 5 different charter schools. Mr. Ingram understands the curriculum and atmosphere necessary to close achievement gaps for students performing below standards. He understands the importance of a winning culture and motivation.

Mr. Ingram has coached football, basketball and track at both the high school and college level. He approaches administration with a coach's mindset. It is his belief that one must get the best out of one's team and motivate them with goals and landmarks to accomplish instead of fear and strenuous evaluation tools. Also, Mr. Ingram taught 5 years as a high school math teacher before entering administration. He has been engaged with high school aged students for his entire career as a teacher, a coach, or as a mentor.

WHEN YOU HAVE COMPLETED YOUR ANSWER, LEAVE THE REMAINDER OF THIS PAGE BLANK.

Section 2. Operations Plan & Capacity

Organization Charts

- 1. Submit, as **Attachment 11**, organization charts that show the school governance, management, and staffing structure in
 - a. The first year of school operations;
 - b. At the end of the charter term; and
 - c. When the school reaches full capacity, if in a year beyond the first charter term.

Each organization chart should clearly delineate the roles and responsibilities of, and lines of authority and reporting among, the governing board, staff, any related bodies (such as advisory bodies or parent/teacher councils), and any external organizations that will play a role in managing the school. The organization charts should also specifically document lines of authority and reporting within the school.

Legal Status and Governing Documents

- 1. Describe the proposed school's legal status, including non-profit status and federal tax-exempt status.
- 2. Provide, as Attachment 12:
 - a. The bylaws of the board, including any amendments;
 - b. The code of ethics and conflict of interest policies for the board:
 - c. Any additional governing documents already adopted, including other board policies; and
 - d. The completed and signed statement of assurances (prepared using the template provided by MCSAB).

 TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Phoenix Early College Charter School will be established by Phoenix Project Community Development Foundation, Inc., a Mississippi not-for-profit organization. Phoenix Project Community Development Foundation, Inc. holds Internal Revenue Service designation as a 501(c)(3) tax exempt organization and was approved on March 10, 1998 and is in good standing.

Governing Board

- 1. Explain the governance philosophy that will guide the board, including the nature and extent of involvement by key stakeholder groups.
- 2. Describe the governance structure of the proposed school, including the primary roles, powers, and duties of the governing board and how it will interact with the principal/head of school and any advisory bodies.
- 3. Describe the current and desired size and composition of the governing board. Identify key skills, areas of expertise, and constituencies that are and/or will be represented on the governing board.
- 4. Explain how this structure and composition will ensure that:
 - a. The school will be an educational and operational success;
 - b. The board will evaluate the success of the school and school leader; and
 - c. There will be active and effective representation of key stakeholders, including parents.
- 5. List all current and prospective board members and their intended roles. For each individual identified, summarize interest in and qualifications to serve on the board. Explain the procedure by which board members have been and will be selected. How often will the board meet? Discuss the plans for any committee structure. Provide, as **Attachment 13**, the following documents for each individual identified here: a completed and signed Board Member Information Sheet, resume, professional biography, and proof of US citizenship (if a board member's documentation is attached elsewhere in this proposal, state so on the Information Sheet).
- 6. If the current applicant team does not include the initial board, explain how and when the transition to the formal governing board will take place.
- 7. Describe plans for increasing the capacity of the governing board. How will the board expand and develop over time? How and on what timeline will new members be recruited and added, and how will vacancies be filled? What are the priorities for recruitment of additional board members? What kinds of orientation or training will new

board members receive, and what kinds of ongoing development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and any requirement to participate. NOTE: If a single board will govern multiple schools, or there will be a network-level or CMO-level board, you may reference responses to Addendum 3, providing a sub section and page note.

- 8. If this proposal is being submitted by a pre-existing non-profit organization respond to the following:
 - a. Was the pre-existing non-profit formed for a purpose other than operating schools? If so, please provide the mission of the organization and explain how operating charter schools serves that mission.
 - b. Will the pre-existing non-profit board govern the new school, or will the charter be held by a new non-profit corporation governed by a separate board?
 - c. If the non-profit's current board will govern the charter school, what steps have been taken to transform its board membership, mission, and bylaws to assume its new duties? Describe the plan and timeline for completing the transition and orienting the board to its new duties.
 - d. If a new board has been or will be formed, describe what, if anything, its ongoing relationship to the existing non-profit's board will be.

Phoenix Early College Charter School will be established and operated by Phoenix Project Community Development Foundation, Inc., a Mississippi not-for-profit organization. Phoenix Project Community Development Foundation, Inc. holds Internal Revenue Service designation as a 501(c)(3) tax exempt organization and was approved on March 10, 1998 and is in good standing. This organization is classified as a Public Charity, Community Development Corporation or "CDC". The purpose(s) and mission of this Foundation include: To establish, maintain, and carry on a program of economic, social, cultural, and educational development in Southwest Mississippi. Establishing and operating Phoenix Early College Charter School is in keeping with that mission.

Per current by-laws, the Board of Directors of the Foundation shall consist of not less than three (3) nor more than fifteen (15) members, the exact number of Directors to be determined from time to time by resolution adopted by affirmative vote of a majority of the Foundation Board of Directors.

The board of directors of Phoenix Project Community Development Foundation, Inc. will establish policy for Phoenix Early College Charter School. The board of directors will also be responsible for insuring that established policy is executed appropriately and efficiently. Per Mississippi State Open Meetings regulations, Board meetings of Phoenix Project Community Development Foundation are public after the granting of this charter and will continue to be public as long as Phoenix Project Community Development Foundation, Inc. is operating any Charter Schools in Mississippi. Board meetings are the third Thursday of each month. Board meetings are publicized in accordance to Open Meetings criteria. Board meetings may be rescheduled to meet the needs of the Board and its constituencies.

Governance Performance Goals include maintaining a balanced budget, assuring the sustainability of Phoenix Early College Charter School and assuring compliance with all applicable laws, regulations and terms of the charter contract. Board members will complete training in effective board leadership as arranged and provided by Charter Pros, incorporating the tenets of "Good to Govern" as presented by the National Association of Charter School Authorizers.

The Phoenix board's primary responsibilities for Phoenix Early College Charter School will include:

- 1. Facilitate the mission and purpose of PECCS and keep it clearly in focus
- 2. Governance
- 3. Oversight
- 4. Ambassadors for Marketing and Communication

- 5. Select the Principal
- 6. Support and review the performance of the Principal
- 7. Ensure effective organizational planning
- 8. Ensure adequate resources
- 9. Manage resources effectively, including approval of budgets and expenditures
- 10. Determine, monitor and strengthen the programs and services
- 11. Enhance PECCS's public standing
- 12. Ensure legal and ethical integrity and maintain accountability
- 13. Recruit and orient new board members and assess board performance

(Board Source "Top Ten Responsibilities of a Nonprofit Board" and have been adapted to the PECCS charter school context. The High Bar 2010 www.reachthehighbar.com)

Phoenix Project Community Development Foundation board members include Walter Huston, President. President Huston is Consultant / Consulting Firm Owner of Phoenix Development Corporation of Fayette MS, a former Land Use Planner, Economic Development Director and Plans Grant Analyst with an Associate Degree, Co-Lin Community College, a Bachelors Degree University of Southern MS and an MPA program certification from the University of Phoenix; Volley Davis, Vice President. Mr. Davis is a Consultant with Southwest Mississippi Educational Consultants, Fayette MS and has a Masters Degree in Special Education Mental Retardation and Emotional Disturbance from Alcorn State University; Jerolyn Banks, Member. Ms. Banks is a Licensed Clinical Social Worker with Health Systems of Mississippi, Jackson MS and is in Private Practice in McComb MS. She has a Masters Degree in Social Work, Jackson State University; Iretha Beyah, Member. Mrs. Beyah is the Administrative Assistant for Phoenix Project Community Development Foundation AOP program, a Registered Tax Return Preparer and a small business owner with an Associates Degree in Accounting from Co-Lin Community College, and a Bachelors Degree in Business Administration from University of Southern Mississippi. Claudine Starks, Member. Ms. Starks is a Retired MS school teacher / administrator and a Town of Fayette (MS) Alderperson. She has a (Masters Degrees in Elementary Education from Alcorn State University and certification in Educational Administration and Supervision from Alcorn State University.

Additionally, PECCS envisions developing an Advisory Board of 7-11 members, reflecting an even broader spectrum of the community. Such an advisory board would act as a link between the school administration and the community. Its main purpose would be to be actively involved in fostering the school's vision and mission.

Charter Pros will provide on-going support for PECCS including board development and training.

Day to day operations of the school will be overseen by the Principal who will report directly to the Phoenix Board.

The Board has an established Conflicts of Interest policy. Copy of this policy is included in Attachment 12 - Corporate Documents. There are no actual or perceived conflicts of interest in regards to the development or operation of the charter school.

Advisory Bodies

- 1. Describe any advisory bodies or councils that are in place or will be formed, including the roles and duties of each. For each identified group describe:
 - a. Its current and/or planned composition and the strategy for achieving that composition;
 - b. The role of parents, students, and teachers, as applicable; and
 - c. The reporting structure relative to the school's governing board and leadership.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

PECCS envisions developing an Advisory Board of 7-11 members, reflecting an even broader spectrum of the community. Such an advisory board would act as a link between the school administration and the

community. Its main purpose would be to be actively involved in fostering the school's vision and mission.

Grievance Process

1. Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Grievance procedures will be addressed in the Student Handbook to be prepared for and approved by the Board.

Staff Structure

- 1. Summarize the staffing structure and growth plan for the school, describing:
 - a. Year 1 positions, as well as positions to be added in future years;
 - b. Administrative, instructional, and operational and support staff; and
 - c. The teacher-student ratio, as well as the ratio of total adults to students for the school.
- 2. Provide, as **Attachment 14**, a complete staffing chart for the school (prepared using the template provided by MCSAB).
- 3. Explain how the relationship between the school's senior administrative team and the rest of the staff will be managed.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Staffing is a priority for Phoenix Early College Charter School. The process will begin with the hiring of a great School Leader and an office secretary in the early spring of 2016. In tandem, the board of directors will begin its search for qualified staff for the 2016-2017 school year. The Principal and board members will attend college job fairs in the area as well as interview potential candidates in the months of May and June.

Four teachers will be hired for year one of operations to begin July 1, 2016 so that training can begin for the upcoming school year. The staff will attend the Middle College Consortium Summer Institute held in July of each year to get a real experience of what Early College means and how it works. It is our intention to find as many dual certified staff members as possible to create flexibility in scheduling. The staff will possess the following certifications among them: English, Math, Science, Social Studies, Spanish, and Cross categorical/Special Education. Since there are only 3 cohorts of students, four teachers allow for planning time for teachers. A Student Assistant Personnel (SAP) will be added in August of 2016 to work along with students and staff at maintaining good Individual Learning Plans (ILPs), monitoring hall traffic, and building positive mentoring relationships with the first year students.

In year 2, four additional teachers will be hired by July 1, 2017 so that the new teachers can again attend the Middle School Consortium Summer Institute and begin staff development. Again we will be seeking teachers with dual certifications in any of the following areas: English, Math, Science, History, Spanish, and Cross categorical/Special Education. PECCS will add a second SAP staff in August of 2017 to continue working as mentors and helping in the maintenance of ILPs.

Another very important component is added to PECCS and that is the position of Guidance Counselor. The counselor will be hired by January of 2018 and will be responsible for helping sophomore students transition to college courses and help with scheduling both class times and study/library research time. The counselor will join in with the principal to take on some administrative duties as deemed necessary. Students who are not fully immersed in college courses will have courses taught by PECCS staff to remediate reading and math skills to get prepared for successfully scoring the necessary entry score on the ACT to begin college courses.

Year 4 staffing adds an additional SAP staff to help with the estimated 80-95 students participating in college courses full time. There will be 2 SAP staff at Copiah Lincoln Community College monitoring and

working with groups of 10-15 in a library setting to study, talk about college life, and maintain mentoring relationships to help the counselor troubleshoot and be proactive in helping students be successful. This is the year that we graduate our first class of high school students and students with technical certificates, college credit hours up to an associate degree, and workforce prepared young adults.

Year 5, the staff will maintain the same numbers. It's important to keep in mind that, though our school is projected to have 300 students, the structure of Early College High Schools only needs staffing for 60% of those students as the other 40% will be immersed in college courses. The SAP staff will be the eyes and ears along with the Principal and Guidance Counselor to make sure all is well as our students move on to show the rigor and skills that they learned in their first 2 years with PECCS.

One office support staff is required, beginning year one.

Student / teacher ratio will be approximately 20:1.

The Principal will be responsible for the supervision and evaluation of all teachers and staff.

Staffing Plans, Hiring, Management, and Evaluation

- Explain the relationship that will exist between the school and its employees, including whether the employees
 will be at-will and whether the school will use employment contracts. If the school will use contracts, explain the
 nature and purpose of the contracts. If developed, provide, as **Attachment 15**, any personnel policies or
 employee manual.
- 2. Outline compensation structure for all employees, including salary ranges and employment benefits, as well as any incentives or reward structures, if applicable.
- 3. Describe the strategy, plans, and timeline for recruiting and hiring teaching staff, including the school's plan for hiring highly qualified staff in accordance with the ESEA. Explain required qualifications for instructional staff, key selection criteria, and any special considerations relevant to your school design.
- 4. Outline the school's procedures for hiring and dismissing school personnel, including conducting criminal background checks.
- 5. Explain how teachers will be supported, developed, and evaluated. Will the school use the MSTAR framework? If you intend to supplement or use an alternative to MSTAR, outline the tools and key inputs. If already developed, provide, in **Attachment 16**, any supplemental teacher evaluation tool(s). If you intend to use only MSTAR, do NOT include the mandated assessment tools. Likewise, do not include copied and pasted materials from online resources, such as copies of the Danielson framework.
- 6. Explain how the school leader will be supported, developed, and evaluated each school year. Will the school use the MPES framework? If you intend to supplement or use an alternative to MPES, outline the tools and key inputs. Provide, in **Attachment 17**, any supplemental leadership evaluation tool(s) that you have developed already. If you intend to use only MPES, do NOT include the mandated assessment tools. Likewise, do not include copied and pasted materials from online resources, such as copies of the Danielson framework.
- 7. Explain how the school intends to handle unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

All employment at PECCS will be at-will.

Compensation and benefits for all staff will be comparable to local standards. Performance bonuses will be offered. The range and nature of such bonuses will be described in the Personnel Policy Manual upon development.

Procedures for hiring and dismissing school personnel, including conducting criminal background checks will be described in the Personnel Policy Manual upon development.

Teaching staff will be recruited through various charter school support networks, Teachers Across America, The National Middle College Consortium, as well as within the local community. Teacher with Early College experience will be prioritized when available. Professors for fully immersed eleventh and twelfth grade students will be instructors of the College, as those students will be directly enrolled in dual-credit college courses. Those instructors already are certified in higher education standards necessary to

provide the dual-enrollment credit offered by PECCS.

Four teachers, appropriately credentialed in Mathematics, English Language Arts, Science, Social Sciences and Special Education, will be required the first year. Eight teachers, appropriately credentialed in Mathematics, English Language Arts, Science, Social Science, Spanish, and Special Education, will be required for years two and beyond. One teachers aide para-professional (Student Assistant Personnel) year one and two year two and beyond will be provided to supplement teaching staff.

PECCS will develop a staff that has 3 very important strengths: subject matter expertise, early college experience or desire for training, and personality to deliver the mission and goals of PECCS. With the help from training partners at PUCs Schools and the National Middle College Consortium, we will be developing the whole teacher with real life experience and theory on effective teaching.

The staff will attend the Middle College Consortium Summer Institute in July to help teachers get a better grasp of the early college model, project based learning, and interdisciplinary unit creating. PECCS will have its first annual staff retreat as the consulting partners, the School Leader, and the Board of Directors share the vision, insight, and expectations for the upcoming school year. The retreat will be a dynamic approach to building strong staff relations as everyone will be participating as a mandatory gathering.

Through research of Early College programs across the country, the Phoenix Early College Charter School Design Team is clear that the strength of any early college program lies in the staff development. The Design Team understands the importance of quality professional development and quality partners who are willing to share best practices. The staff of PECCS will be mandated to participate in staff development on four major levels:

- 1) The staff of PECCS, in partnership with the Middle College National Consortium (MCNC), will participate in a four-day Summer Professional Development Institute on early college school format, best practices, and curriculum implementation. Currently, this organization is the leading authority of the early college high school movement and particularly on the model that PECCS has chosen.
- 2) PECCS will bring members of the MCNC to Natchez twice a year for professional development. During the first week of November, PECCS will provide a two-day session without students to help troubleshoot issues that may arise early in the school year.
- 3) PECCS staff will meet weekly to discuss and share internally techniques and discoveries to help colleagues improve their instructional output. Every staff has those who overachieve and go beyond on their research and their ability to find breakthrough techniques. These leaders, along with administration, will have the opportunity to share and troubleshoot.

PECCS plans to join two national associations that have proven most helpful to early college schools all over the country, the Middle College National Consortium and the Early College High School Initiative. Both organizations are trailblazers in the Early College movement and both organizations have a wealth of experience and resources that will be instrumental in the early development of PECCS.

PECCS will include professional development activities that will help teachers serve English Language Learners and students with disabilities in the least restrictive environment. PECCS will also provide professional development in Project-Based Learning.

The PECCS calendar provides for one week of professional development prior to the first day of student attendance plus a bi-monthly Professional Development Day. At least one of those days is coordinated with one of the partnering college's Professional Development Days. The mission of the school, its small number of staff, and the intimate environment of such a small school will support collegiality and cooperative partnering of teachers, administrators, paraprofessionals and support personnel on a daily basis.

PECCS will use the MSTAR framework for supporting, developing and evaluating teachers.

The school leader will have tremendous resources for success. Along with participating with the staff in the Summer Professional Development Institute from MCNC, the school leader will have the following support and resources.

- PUCS Schools, a partner with 4 early college schools currently operating, has given full access to their 4
 administrators to the principal of PECCS. They will advise the principal as a counsel and will provide
 resources and expertise in the Early College way.
- 2) The school leader will also attend the Middle College National Consortium Spring Leadership Conference to learn from other leaders the ins and outs of Early College. This organization is the leading authority of the early college high school movement and particularly on the model that PECCS has chosen.
- 3) PECCS school leader will meet with staff weekly to discuss and share internally techniques and discoveries to help colleagues improve their instructional output. Every staff has those who overachieve and go beyond on their research and their ability to find breakthrough techniques. These leaders will have the opportunity to share and troubleshoot the Early College model.

PECCS will use the MPES framework to support, develop and evaluate the school leader.

As an at-will employer, PECCS understands that it has the right to dismiss employees that are not performing up to the school's standards. It is the goal of PECCS to coach teachers and the school leader into successful performance. This will be done by creating demonstrations for teachers to imitate and learn from, providing appropriate professional development, and the school leader maintaining an open door policy with staff for questions or concerns. After the use of the MPES framework, teachers will be awarded a performance score and given specific paths to correction and improvement. If after the coaching by the school leader and a consecutive negative evaluation, teachers will be considered for dismissal.

The same process will occur with the school leader. He or she will be evaluated using the MPES framework and 2 consecutive negative evaluations will cause the school leader to be considered for dismissal.

Professional Development

- 1. Identify the person(s) or position(s) responsible for overseeing professional development (PD).
- 2. Discuss the core components of the school's PD plan and how they will support effective implementation of the educational program. Discuss the extent to which professional development will be individualized or uniform. Who will be responsive for administering PD programs (e.g. a staff member, consultant, etc.)
- 3. Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.
- 4. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration and discuss how such time will typically be used.

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The Principal will be responsible for facilitating professional development with the staff. The plan for professional development incorporates administrator, staff, and board professional development provided by several entities including Charter Pros, our partners at PUCS schools and the Middle College National Consortium

Performance Management

- 1. Explain the plan for using internal and external assessments to measure and report progress against the MCSAB performance framework. Specifically, how will this plan address the following key areas on which charter schools will be evaluated:
 - a. student academic proficiency and growth;
 - b. achievement gaps in both proficiency and growth between major student subgroups;
 - c. attendance;
 - d. recurrent enrollment from year to year:
 - e. in-school and out-of-school suspension rates and expulsion rates;
 - f. graduation and dropout rates for appropriate multiple-year cohorts;
 - g. *(for high schools only)* student postsecondary readiness, including the percentage of graduates submitting applications to postsecondary institutions, high school completion, postsecondary admission and postsecondary enrollment or employment;
 - h. financial performance and sustainability; and
 - governing board performance and stewardship, including compliance with all applicable laws, regulations and terms of the charter contract.
- 2. Explain how the school will measure and evaluate academic progress of individual students, student cohorts, and the school as a whole throughout the school year, at the end of each academic year, and for the term of the charter contract. Explain how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. Identify the person(s),

- position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.
- 3. Who will be responsible for managing the data, interpreting it for classroom teachers, and leading or coordinating professional development to improve student achievement?
- 4. Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data to improve student learning.
- 5. Describe the corrective actions the school will take if it falls short of student academic achievement expectations or goals at the school-wide, classroom, or individual student level. Explain what would trigger such corrective actions and who would be responsible for implementing them.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Common Core State Standards, adopted by Mississippi State Department of Education, will be the basis of the school secondary curriculum. These standards align with national standards, which will better prepare students for college entry exams and graduation. Small classes and individualized teaching methods will be employed. Personal relationships will be developed between staff and students to assure acquisition of knowledge and skills. Special attention will be paid to support of the at-risk student population. Most eleventh and twelfth grade classes will be taught by College staff to generate dual credit acquisition.

Phoenix Early College Charter School will monitor and evaluate its curriculum through a collaborative process driven by ongoing data analysis and ongoing assistance from our partners at PUCS Schools. The Principal will monitor the effectiveness of the curriculum and ensure that data reaches teachers and appropriate support reaches individual students.

For consistent, daily tracking of student progress and development, PECCS will employ PowerSchool from Pearson Education, Inc. PowerSchool is the fastest-growing, most widely used web-based student information system, supporting more than 8.5 million students in 50 states and over 50 countries. PowerSchool enables educators to make timely decisions that impact student performance while creating a collaborative environment for parents, teachers and students to work together in preparing 21st century learners for the future.

With over 150 reports and thousands of pages and functions, PowerSchool has the most complete feature set of any SIS (student information system) available to educators today. Users are presented with a simple and elegant interface that organizes the system in a way that makes sense for users of all experiences and ability levels. (http://powerschool.com)

To support our RTI program, PECCS will also employ iSTEEP. The System to Enhance Educational Performance (STEEP) is a web-based Data Management Software for screening and progress monitoring within a 3-tier Response to Intervention Model. Web-based system for Tier 2 and Tier 3 intervention progress monitoring creates graphs, aimlines and other essentials for tracking student progress. It indicates rates of progress per week and provides an administrative dashboard for monitoring fidelity and status of interventions and student progress. (www.isteeplearning.com)

Using the technology of iSTEEP, students will be placed in cohorts using Response to Intervention (RTI) tiers. Through biweekly progress monitoring and 3 times a year benchmark screening, the program will produce effective data for teachers to use in lesson planning and advancing students to higher tiers.

A designated teacher/ Student Assistant Personnel (SAP) will be responsible for monitoring biweekly progress for each student. Student grades and achievement information will be available from and to all staff through our PowerSchool student information system.

Assessment is very important for the success of good schools. It is so important that the proper assessment tools are used so that data can be evaluated and used for student improvement. PECCS will use a combination of diagnostic, authentic, state-mandated standardized tests, and nationally recognized norm-referenced assessments to compare student's progress over time with the school's goals and the

national norms. Some are Mississippi state specific while others are national testing models. These assessments include:

ACT Explorer and Plan Test
Subject Area Testing Program (SATP2)
iSTEEP Benchmark Testing
ACT College Entry Exam
PARCC PBA and EOY
NAEP

In addition, PECCS will utilize A+ Anywhere software to help student with mastery of concepts introduced in English, Math, Science, Social Studies, and Spanish. This program allows students to take short assessments daily, weekly, or bimonthly to monitor their progress in a subject or on a topic. The program also allows teachers to create mastery test for students before moving on to new topics. The program is aligned to the state standards and the Common Core standards and gives instant data back to the teacher so that he or she can shape the curriculum pace based on overall class mastery and individual student mastery.

Phoenix Early College Charter School will use a combination of research based diagnostic, state-mandated standardized tests, and nationally recognized norm-referenced assessments to measure students' progress over time and the school's goals. They will include:

- Subject Area Testing Program (SATP2) will be administered as required by the State of Mississippi. This test will be given in the following order: Algebra 1 in winter of the freshman year, English 2 spring of freshman year, Biology 1 spring of freshman years, and US History spring of sophomore year. If for some reason a student fails any part of the test, they will get the remediation necessary and be allowed to retest at the end of the next semester.
- ACT exam will also be administered. The ACT test assesses high school students' general educational development and their ability to complete college-level work. PECCS will target an ACT school average score of 20. The ACT test assesses high school students' general educational development and their ability to complete college-level work. PECCS will organize summer and winter ACT mini-mesters and/or Saturday ACT classes in order to prepare students for the test. Since the ACT is used to determine college readiness at Co-Lin Community College, PECCS will administer the ACT to all freshmen in the second semester of their ninth grade year as a baseline indicator of students' skills in English and mathematics and to develop educational plans for improvement in tested skills areas. The ACT will be administered likewise to all sophomores in the second semester of their tenth grade year to determine their readiness for college coursework and to develop educational plans for improvement in tested skill areas. The final ACT test will be taken in the Fall of the Senior year for students looking to move on to 4 year colleges.
- ACT Explorer and Plan Test Students will take the Plan and Explorer tests in the beginning of their 9th grade year to receive feedback on their strengths and weaknesses on skills necessary for college study. This will serve the students as a guide to their preparation for college.

The combination of these tools will be used to:

- Identify the skills and concepts individual students have learned
- Diagnose instructional needs
- Monitor academic growth over time
- Make data-driven decisions at the classroom, school, and college levels
- Place new students into appropriate instructional programs

PECCS teachers will develop specific strategies based on the analysis of daily and bi-weekly iSTEEP reports. These strategies may include but are not limited to:

- Re-teach a particular topic or benchmark to the whole class
- Place students in appropriate academic support programs such as Saturday school, after school tutoring, mini-mesters, and pull-out programs,
- Re-visit the curriculum and make necessary modifications if students throughout the school are failing to meet the same standards

PECCS will provide extensive training to teachers regarding the use of data to plan instruction. PECCS faculty will be proficient in analyzing data and developing specific strategies to address negative trends. This will be accomplished by modeling, analyzing data as teams, reading, visiting other early college high schools, and listening to presentations.

Phoenix Early College Charter School sets the following student achievement goals:

- -75% of students to achieve Successful competency on the ACT Exam upon completion of Tenth Grade year. 95% by end of first semester of Eleventh Grade year.
- -100% of students to successfully achieve a secondary school diploma upon completion of Twelfth Grade year.
- -100% of students to successfully achieve Transferable College Credits upon secondary graduation.
 60% of students to successfully achieve an Associate's degree or technical certificates upon secondary graduation.

Phoenix Early College Charter School sets the following school performance goals:

- -Increase the number of high school students graduating with college credits.
- -Students will participate in a structured curriculum pathway that will ensure that 100% of PECCS graduates have college credits. (Statistically students who graduate from high school with college credit continue their post-secondary education at a high rate than those with no college credit.)
- -The opportunity will exist for PECCS students to graduate with an Associate's degree from the partnering college.
 - -Increase student daily attendance percentages above the state percentage.
 - -Statistically students with poor attendance perform lower than those who attend regularly.
- -Through a very specific attendance policy and make-up plan, students will demonstrate a responsibility to school attendance which leads to higher achievement.
 - -Students will be rewarded for excellence in attendance.
- -An Individualized Learning Plan (ILP) will be created for each student to monitor and increase achievement rates.
- -Each student will have an ILP that archives their performance data, establishes their career path plan, and monitors student progress.
- -Each student will have long and short term goals in their ILP so that their advisor can help keep them on track to accomplish those goals.
- -By creating a system of monitoring progress, students will always be aware how their academic progress is advancing which will help them shape their future goals.
 - -Increase student civil involvement with mandated community service participation.
- -PECCS students will complete 60 hours of community service along with a separate school wide community project.
- -By teaching students to have a responsibility in improving their community, PECCS will help shape our future community leaders.
 - -Exceed state averages on SATP2.
- -Through a rigorous curriculum path, a consistent progress monitoring tool, and a college bound structure, PECCS students will exceed state averages on SATP2.

Academic Goals and Objectives

1) Numeracy in Mathematics

PECCS will make Adequate Yearly Progress in Mathematics. PECCS will surpass the percentage of students in the state meeting or exceeding standards in Mathematics as measured by the Prairie State Achievement Exam (PSAE) and a minimum score of 20 on the ACT component.

2) Literacy in English

PECCS will make Adequate Yearly Progress. PECCS will surpass the percentage of students in the state meeting or exceeding standards in English as measured by the PSAE and a minimum score of 20 on the ACT component.

3) Competency in Science and Social Science

PECCS will make Adequate Yearly Progress. PECCS will surpass the percentage of students in the state meeting or exceeding standards in Science and Social Sciences as measured by the PSAE and a minimum score of 20 on the ACT component.

4) Literacy in Foreign Language, Spanish

All PECCS students will demonstrate the literacy skills in Spanish necessary for minimum acceptable performance in bi-lingual job-site communications. These achievements will be measured by the Spanish Assessment of Basic English (SABE Test, or a similar test instrument, administered in the month of April during their eleventh grade year.

5) Students earning a High School Diploma

PECCS will graduate 100% of its students with a high school diploma.

6) Students earning college credit

100% of PECCS graduates will earn transferable college credit and/or technical certification(s)

7) Students earning an Associate's degree

60% of PECCS graduates will earn an Associate's degree and/or technical certification(s)

Non-Academic Goals

1) Work Ethic Goals and Objectives

All PECCS students will demonstrate standards of character and behavior that are recognized as requirements for post-secondary academic success and employability. These include, but are not limited to, hard work, personal responsibility, and respect according to school-developed standards, plus Social Emotional Learning (SEL) Performance Descriptors. These standards will be measured by a review of each student's Work Ethics Portfolio, a school-developed rubric.

2) Service Learning Goals and Objectives

All PECCS students will participate in 60 hours of community service over their four years at PECCS. Students will learn the importance of giving back to their community and to those less fortunate.

3) Attendance Rate

PECCS students will have a 95% attendance rate.

4) Parent / Teacher Conferences

85% of parents will attend Parent / Teacher Conferences

5) Student Retention Rate

PECCS will retain 95% of attending students

In-School and Out-of-School Suspension

It is the goal of PECCS to educate students in school. By creating an atmosphere of high expectation and character education, PECCS expects students to catch the vision that being in school is important. Power Schools will be an important device to monitoring students in school and out of school suspensions.

Parents will be brought in to discuss any out of school suspensions and Restorative discipline will be the tool used to help students take ownership in their behavior and PECCS expectations. Out of school suspensions will only be used for the most severe infractions and students will always return with a clear reentry plan to make sure that the same or similar behavior does not cause further missed learning opportunities. Charter Pros will also be responsible for advising on contract compliance and state law compliance.

Assessment Tools

Methods for addressing students whose baseline aptitude, performance and prior school experience are dramatically below standard: Any student whose performance standards do not reflect the achievement of any Academic or Work Ethic Goal or Objective shall be remediated through the use of the Phoenix Early College Charter School's Individual Learning Plan (ILP). The ILP identifies the student's specific problems and outlines specific actions that will be taken to help the student.

Every student at PECCS will have an Individual Learning Plan (ILP) which incorporates learning styles, strengths, weaknesses, and other important information. A teacher/ Student Assistant Personnel (SAP) will be responsible for monitoring biweekly progress of each PECCS student, including those with Special Education needs. Student grades and achievement information will be available from and to all staff through our PowerSchool student information system. The Principal and the Special Education teacher will have the responsibility of attending IEP transition meetings to collaborate with the teachers and administrators of Natchez District 130 to make a smooth transition for students with disabilities.

Student Progress Monitoring

Progress monitoring is a scientifically based practice that is used to assess students' academic performance and evaluate the effectiveness of instruction. Progress monitoring can be implemented with individual students or an entire class.

To implement progress monitoring, the student's current levels of performance are determined and goals are identified for learning that will take place over time. The student's academic performance is measured on a regular basis (weekly or monthly). Progress toward meeting the student's goals is measured by comparing expected and actual rates of learning. Based on these measurements, teaching is adjusted as needed. Thus, the student's progression of achievement is monitored and instructional techniques are adjusted to meet the individual students learning needs.

Student Success Monitoring Plan

Phoenix Early College Charter School will have a thorough system for monitoring student progress. Data is extremely important for this type of school and the school's success is based on getting the most out of each student. As all students learn differently and at different speeds, it will be our objective to have each student individually ready for the ACT exam by the end of their sophomore year. Each ninth and tenth grade student's progress will be monitored by four factors:

- 1 A teacher/ Student Assistant Personnel (SAP) will be responsible for monitoring biweekly progress of each student. Student grades and achievement information will be available from and to all staff, to students and parents through our PowerSchool ¹ student information system.
- 2 Using the technology of iSTEEP LLC's "System to Enhance Educational Performance" (STEEP) ², students will be placed in cohorts using Response to Intervention (RTI) ³ tiers and Social and Emotional Learning information. Through biweekly progress monitoring and 3 times a year benchmark screening, the program will produce effective data for teachers to use in lesson planning and advancing students to higher tiers.

- 3 Students who need additional help will receive it through additional school day tutoring, after school tutoring, Saturday school, mini-mesters that will occur during winter break and spring break, and summer school.
- 4 The partially immersed student will have a college counselor who will help with scheduling. These students may have passed one portion of the college entry exam or neither portion but are eligible to take some college technical and career courses. They will still be involved in the iSTEEP program which will continue to monitor academic achievement and benchmarks. They will also participate in subject matter intensive course work specifically on preparation for the ACT college entry exam. Each student will have a library study window where their PECCS Student Assistant Personnel (SAP) will meet with them to monitor their iSTEEP and ACT test preparedness progress.

Financial Performance and Sustainability

Financial accountability is very important for PECCS. It is the responsibility of the Board to monitor the accounting practices of Charter Pros and draw attention to any discrepancies immediately. There will be a financial audit done every year to give PECCS helpful suggestions on any additional practices that will boost sustainability. Charter Pros will produce a monthly report a week before each scheduled board meeting to be review by all board members. They will also produce account receivable and payable statements along with payroll information. Charter Pros does not have the ability to spend revenue. All checks will be signed locally and all bills confirmed for payment by the Board. The Board will be held accountable by the auditing firm and the helpful services of Charter Pros on suggested changes in policy or the identification of policies that are not being productive.

Student Success Monitoring Plan Footnotes

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- ² STEEP: iSTEEP, LLC The System to Enhance Educational Performance (STEEP) is a web-based Data Management Software for screening and progress monitoring within a 3-tier Response to Intervention Model. Web-based system for Tier 2 and Tier 3 intervention progress monitoring creates graphs, aimlines and other essentials for tracking student progress. Indicates rates of progress per week. Administrative dashboard for monitoring fidelity and status of interventions and student progress. (www.isteeplearning.com)
- ³ RTI: Response to Intervention (RTI) is "the practice of providing 1) high-quality instruction/intervention matched to student needs and 2) using learning rate over time and level of performance to 3) make important educational decisions" (Batsche, et al., 2005). This means using differentiated curriculum-based instructional strategies for all learners, providing all learners with scientific, research-based interventions, continuously measuring student performance using scientifically research-based progress monitoring instruments for all learners and making educational decisions based on a student's response to

interventions.

RTI is part of a systematic problem solving process used to organize resources in order to provide assistance in direct proportion to student needs. This process is typically depicted as a three-tier model that utilizes increasingly more intense interventions. Tier 1 is the foundation and consists of scientific, research-based core instructional and behavioral methodologies, practices and supports designed for all students in the general curriculum. At Tier 2, supplemental instruction and short-term interventions are provided *in addition to core instruction* to those students who display poor response to the Tier 1 group instruction procedures. Tier 3 consists of intensive and short-term interventions provided *in addition to core instruction and Tier 2 interventions* to increase an individual student's rate of progress. Students who do not display meaningful progress in response to Tier 2 interventions or those that display progress but continue to need supports would be considered for more intensive interventions at Tier 3.

Within each of the three tiers, school teams use a problem solving process to:

- 1. Define the problem by determining the gap between the student's current performance and the expected level of performance.
 - 2. Analyze the problem using available data to determine why the gap is occurring.
- 3. Establish a student performance goal, develop an intervention plan to address the goal and delineate how the student's progress will be monitored and implementation integrity will be ensured.
 - 4. Use progress monitoring data to evaluate the effectiveness of the intervention plan.

The three-tier model provides progressively more intensive interventions and supports, coupled with more frequent progress monitoring of student achievement in order to guide the educational planning of students. It is important to note that RTI within a three-tier intervention model is also part of special education eligibility decision-making required by 34 CFR 300.309 and 23 IAC 226.130.

Facilities

- 1. Describe the basic facilities requirements for accommodating your school plan, including number of classrooms, square footage per classroom, common areas, overall square footage, and amenities.
- 2. Identify any other significant facilities needs not already specified, including: playground, large common space for assemblies and other large group meetings, athletic facilities, and other special considerations (identify and explain).
- 3. Describe the process for identifying and securing a facility, including any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, financing, etc. Include in this discussion the plan for ensuring that identified facilities will comply with applicable state and local health and safety requirements and applicable planning review procedures.
- 4. If you currently hold a facility or have an MOU or other proof of intent to secure a specific facility, please provide proof of the commitment as **Attachment 18**. Briefly describe the facility including location, size, and amenities. You may provide, also in **Attachment 18**, up to 10 pages of supporting documents providing details about the facility.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

PECCS has a MOU with Buttross Properties for a former strip mall facility with 10200 square feet. The facility has sufficient space and parking to house PECCS until the discussion of building a school begins. The property is less than 5 miles away from the college campus which make for an easy commute via bus and at \$250000, it fits the initial budget. PECCS will begin occupying 6500 square feet in year one with 4 classrooms (800 square feet each), 3 offices (600 square feet), 4 restrooms, and a commons area for lunch (2000 square feet). In year two, PECCS will have 8 classrooms, 4 offices, 4 restrooms, and a commons area for lunch (2500 square feet). The commons area is an important space. PECCS students will begin the day there for morning meetings and gather there for lunch. Sports are not a part of the PECCS plan but it will be our long term plan to build a 20,000 square foot facility. Renovations will begin in the zero year in February with the adding of classroom walls and office walls to a current open layout and the expansion of

the current restrooms. With a \$60,000 renovation budget, PECCS has sufficient resources along with the current owner to get the facility ready for student by Fall of 2016.

Start-Up & Ongoing Operations

- 1. Provide, as **Attachment 19**, a detailed start-up plan for the school, specifying tasks, timelines, and responsible individuals
- Describe the transportation plan that details how reliable and safe transportation will be provided for all students.
 In addition to daily transportation needs, describe how the school plans to meet transportation needs for field trips and athletic events, if applicable.
- 3. Provide the school plan for safety and security for students, the facility, and property. Explain the types of security personnel, technology, equipment, and policies that the school will employ.
- 4. List the types of insurance coverage the school will secure, including a description of the levels of coverage and estimated costs. Explain the basis for these assumptions.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Transportation Plan

Phoenix Early College Charter School plans to meet the transportation needs of its pupils, particularly the transportation needs of low-income and at-risk students, by leasing services from Durham Transportation Services. Durham currently transports Natchez Public School students and have signed a MOU to supply services to PECCS. Durham will handle all transportation needs including field trips and special events.

Parking for student operated automobile transit will be made available on the PECCS campus site. Families who provide their own transportation may be eligible for tax deductions through the Internal Revenue Service and / or reimbursement of expenses by the State of Mississippi. PECCS will facilitate families in their procurement of such deductions and/or reimbursement.

The Board of the Phoenix Project Community Development Foundation has made provisions for transportation expenses through monies designated for "Transportation", in the submitted budget.

Transportation routes and arrangements will be designated upon confirmation of student enrollment.

Safety and Security

Facility entrances will remain locked to the outside at all times. Entrance to the building will require physical approval by office staff via video monitoring and push-button call system at the main entrance. The facility will be monitored with security cameras throughout and on the parking lot. Student security is important and it will be the responsibility of the Principal and staff to create an atmosphere where student feel safe and are willing to share information of any potential threats.

School Uniforms

Ninth and tenth grade PECCS students will be required to wear a uniform. A likely uniform model is that of Robertson Charter School where students wear a branded school polo shirt. On the College campus, this modest uniform will be useful in identifying PECCS high school students from those students attending college classes. Eleventh and twelfth grade students will not be required to wear a uniform as it is important that they identify themselves as college students and that they are not singled out as high school students in the college classroom.

Uniform clothing for the first two years of PECCS attendance also promotes social growth and awareness as a select group of high school students. Uniform clothing also removes much of the stratification that can occur between students who have greater and lesser financial resources. Uniform shirts will be available for sale from the school. PECCS will assist low income families in acquiring PECCS uniform shirts.

Closed Campus

For ninth and tenth grade students, Phoenix Early College Charter School will be a closed campus. PECCS holds that student safety, as well as community and cultural development, is enhanced by a closed campus. Along with the school uniform, all underclass students will remain within the protective parameters of the PECCS building(s) and under the vigilant eyes of PECCS staff. The sense of community and focus on learning will be essential to the building of the school's culture.

In this small, enclosed school environment, PECCS staff will know every student by name and foster the supportive student / adult relationships so important to youth development and success – especially for our targeted at-risk population.

As eleventh and twelfth graders, students will be allowed to discard the school uniform and traverse the college campus as part of the full-time immersed college experience. They will still report to the PECCS building for daily activities including "Morning Chat", counseling, scheduling, tutoring, mentoring and social activities.

Facility entrances will remained locked to the outside at all times. Entrance to the building will require physical approval by office staff via video monitoring and push-button call system at the main entrance.

Insurance Requirements

Worker's Compensation and Employers' Liability Insurance. Workers' compensation insurance as required by state law. Employers' liability insurance for employee accidents or diseases. (Employers' Liability Insurance Limits: \$100,000 per employee; Aggregate Limit for disease -- \$500,000.)

Commercial General Liability Insurance. For personal injury and property damage liability, and premises and operations, including independent contractors, contractual liability, and products/completed operations coverage. The charter school shall have its general liability insurance endorsed to provide that the ISBE is named as an additional insured.

School Board Legal/Professional Liability Insurance. To protect the charter school and its directors and officers from liability claims arising from wrongful acts, errors or omissions that do not involve bodily injury or property damage. (Limits: \$1,000,000)

Commercial Automobile Liability Insurance. For bodily injury or property damage arising from owned, leased, hired or non-owned vehicles used by the charter school. (Combined Single Limit: \$1,000,000) Umbrella (Excess) Liability Insurance. To provide excess protection over underlying general and professional liability coverages. (Limit: \$2,000,000)

<u>Property Insurance</u>. To insure the replacement value of school property, including property for which the charter school is contractually responsible, by lease or other agreement, for loss or insurance from "all risks" of physical loss or damage. Such insurance shall cover boiler and machinery exposures and business interruption/extra expense losses.

Operations Capacity

- 1. Describe the applicant team's individual and collective qualifications for implementing the Operations Plan successfully, including capacity in areas such as the following: staffing; professional development; performance management; general operations; and facilities management.
- 2. Describe the organization's capacity and experience in facilities acquisition and management, including managing build-out and/or renovations, as applicable.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

The PECCS design team is very confident that it is prepared to take on the task of running a successful charter school. The school board members bring a lot of experience with managing grants, teaching and administrative experiences, special education experience, and business experience. PECCS has strengthened the team by adding knowledgeable partners. Charter Pros is a group with 15 years of experience in charter school finance, hiring, board training, and staff development. PECCS has partnered

with PUCS school from Los Angeles, California who bring in curriculum expertise, school management expertise, and performance management expertise.

PECCS will lean on Charter Pros with help of facility negotiation and renovations. They have renovated several facilities and have already begun the negotiating process with Buttross Properties. PECCS believes the partnerships that have been built gives PECCS the maximum capacity to be successful.

WHEN YOU HAVE COMPLETED YOUR ANSWER, LEAVE THE REMAINDER OF THIS PAGE BLANK.

Section 3. Financial Plan & Capacity

Financial Plan

- Describe the systems, policies and processes the school will use for financial planning, accounting, purchasing, and payroll, including a description of how it will establish and maintain strong internal controls and ensure compliance with all financial reporting requirements.
- 2. Describe the roles and responsibilities of the school's administration and governing board for school finances and distinguish between each.
- 3. Describe the school's plans and procedures for conducting an annual audit of the financial and administrative operations of the school.
- 4. Describe how the school will ensure financial transparency to the authorizer and the public, including its plans for public adoption of its budget and public dissemination of its annual audit and an annual financial report.
- 5. Describe any services to be contracted, such as transportation, business services, payroll, and auditing services, including the anticipated costs and criteria for selecting such services.
- 6. Describe the school's plans for liability insurance to indemnify the school, its board, staff and teachers against tort claims.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

Phoenix Project Community Development Foundation is very confident in its abilities to be fiscally responsible with school resources. The members of our Board all have community board experience including the management of federal grant monies. Phoenix Project Community Development Foundation will enter into a consultation contract with Charter Pros, Inc., the charter school consulting firm developed from and by the management staff of Robertson Charter School of Decatur (IL). With the professional services that will be provided by Charter Pros (back office services, account receivables and payables, payroll, accounting, and logs), PECCS is prepared for the challenge. As our service provider, Charter Pros will regularly present to the board all accounting and payroll records to be signed and approved. Charter Pros will not have the capacity to distribute funds, dictate funds, or make changes to funds released. They will serve as bookkeepers, advisors, and replace the need of 3 positions that normally exist in charter schools; CEO/CFO, a business manager, and CMO/EMO. They will be in constant contact with the school leader and the Board President and will present action items at each board meeting to be considered, authorized, or signed for. Internal controls will be simplified as Charter Pros has no spending authority but will have access to all accounting information. If funds are being misappropriated by an internal factor, Charter Pros and the Board will be able to detect it very quickly and advise on how to correct the error.

The Phoenix board's primary responsibilities for Phoenix Early College Charter School will include:

- 1. Facilitate the mission and purpose of PECCS and keep it clearly in focus
- 2. Governance
- 3. Oversight
- 4. Ambassadors for Marketing and Communication
- 5. Select the Principal
- 6. Support and review the performance of the Principal
- 7. Ensure effective organizational planning
- 8. Ensure adequate resources
- 9. Manage resources effectively, including approval of budgets and expenditures
- 10. Determine, monitor and strengthen the programs and services
- 11. Enhance PECCS's public standing
- 12. Ensure legal and ethical integrity and maintain accountability
- 13. Recruit and orient new board members and assess board performance

(Board Source "Top Ten Responsibilities of a Nonprofit Board" and have been adapted to the PECCS charter school context. The High Bar 2010 www.reachthehighbar.com)

The PECCS Board of Directors will oversee the selection of an independent auditor and the completion of an annual audit. A Finance and Audit Committee will review any audit exceptions or deficiencies and report recommendations to the PECCS Board regarding how they have been, or will be, resolved. The financial, educational and other records pertaining to the charter school, whether or not generated by Phoenix Project Community Development Foundation, Inc., are the property of the school. All such records will be subject to inspection and copying under the provisions of Freedom of Information Act. The reports of these annual auditing reviews will be provided to the board of Phoenix Early College Charter School, to the local board of the sponsoring district, and to the general public, in accordance with applicable state regulations.

PECCS will maintain and keep complete daily records of all financial matters in accordance with current, sound principles of fiduciary responsibility and consistent with all state requirements. This action will be performed under contract by Charter Pros and will be monitored by the Phoenix Board.

Phoenix Project Community Development Foundation will enter into a consultation contract with Charter Pros, Inc., the charter school consulting firm developed from and by the management staff of Robertson Charter School of Decatur (IL). The contract will specify the relationship between Charter Pros and Phoenix Project Community Development Foundation and will include an accountability plan for assessing Charter Pros' performance. Charter Pros services will include board development and training, back office functions (i.e. handling of all accounts receivable, accounts payable, payroll, recording of all income and expenses), staff screening and training, professional development services, marketing and public relations, and service contract negotiations. Founded in 2001, Robertson has become the Premier School of Choice in Decatur District 61 and is one of the highest performing charter schools in the state of Illinois. Services from Charter Pros will eliminate the need for PECCS to hire an Executive Director, Business Manager or other business office staff. Charter Pros has over 15 years of exemplary success in the budgeting and managing of charter school finances and office operations, including financial management, fundraising and development, accounting and internal controls.

Other contracted services will include transportation and food service.

Insurance Requirements

Worker's Compensation and Employers' Liability Insurance. Workers' compensation insurance as required by state law. Employers' liability insurance for employee accidents or diseases. (Employers' Liability Insurance Limits: \$100,000 per employee; Aggregate Limit for disease -- \$500,000.)

<u>Commercial General Liability Insurance</u>. For personal injury and property damage liability, and premises and operations, including independent contractors, contractual liability, and products/completed operations coverage. The charter school shall have its general liability insurance endorsed to provide that the ISBE is named as an additional insured.

School Board Legal/Professional Liability Insurance. To protect the charter school and its directors and officers from liability claims arising from wrongful acts, errors or omissions that do not involve bodily injury or property damage. (Limits: \$1,000,000)

Commercial Automobile Liability Insurance. For bodily injury or property damage arising from owned, leased, hired or non-owned vehicles used by the charter school. (Combined Single Limit: \$1,000,000) <a href="https://www.uman.com/www.com/www.uman.com/www.com/www.uman.com/www.uman.com/www.uman.com/www.uman.com/www.uman.com/www.uman.com/www.uman.com/www.uman.com/www.uman.com/www.uman.com/www.uman.com/www.uman.com/www.uman.com/www.uman.com/www.uman.com/www.com/www.uman.com/www.uman.com/www.uman.com/www.uman.co

<u>Property Insurance</u>. To insure the replacement value of school property, including property for which the charter school is contractually responsible, by lease or other agreement, for loss or insurance from "all risks" of physical loss or damage. Such insurance shall cover boiler and machinery exposures and business interruption/extra expense losses.

- 7. Submit the completed Financial Plan Workbook as **Attachment 20**. In developing your budget, use the information provided to calculate your per-pupil revenue projection. Prepare your submission using the template provided by MCSAB. Complete ALL sheets in the workbook. **NOTE: Applicants for multiple schools should complete all sheets in the workbook for all schools opening in year one.**
- 8. Budget Narrative: As **Attachment 21**, present a detailed description of assumptions, calculations, and revenue estimates. The narrative should include, at minimum, the basis for revenue projections, staffing levels, and costs. Provide specific evidence supporting assumptions and/or describe the source of estimated amounts wherever possible.
 - a. Describe all anticipated funding sources. Clearly address the degree to which the school budget will rely on variable income (e.g., grants, donations, fundraising). Indicate the amount and sources of funds, property, or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include in **Attachment 21** evidence of commitment for any funds on which the school's core operation depends.
 - b. Discuss the school's contingency approach and plan to meet financial needs if anticipated revenues are not received or are lower than estimated.
 - c. Explain in detail the year one cash flow contingency plan, in the event that revenue projections are not met (or not met on time).

Financial Management Capacity

1. Describe the applicant team's individual and collective qualifications for implementing the Financial Plan successfully, including capacity in areas such as the following: Financial management; Fundraising and development; and Accounting and internal controls.

TYPE YOUR RESPONSE IN THE BOX BELOW, IT WILL EXPAND AS NEEDED.

The PECCS Board will hire Charter Pros of Decatur IL to manage the design and implementation of the school's Financial Plan. Charter Pros has over 15 years of exemplary success in the budgeting and managing of charter school finances and office operations, including financial management, fundraising and development, accounting and internal controls.

Charter Pros will provide back office services, account receivables and payables, payroll, accounting, and logs. As our service provider, Charter Pros will present to the board all accounting and payroll records to be signed and approved. Charter Pros will not have the capacity to distribute funds, dictate funds, or make changes to funds released. They serve as bookkeepers, advisors, and replace the need of 3 positions that normally exist in charter schools; CEO/CFO, a business manager, and CMO/EMO. They will be in contact with the school leader and the Board President and will present action items at each board meeting to be considered, authorized, or signed for. Internal controls will be simplified as Charter Pros has no spending authority but will have access to all accounting information. If funds are being misappropriated by an internal factor, Charter Pros and the Board will be able to detect it very quickly and advise on how to correct the error.

Individual members of the PECCS Board are experienced in budgeting and business management: Walter Huston: Owner of Consulting Firm specializing in grant/proposal writing, business plans, marketing/feasibility studies, economic needs analysis, seminars and workshops for communities, businesses, churches and individuals.

Iretha Beyah: Associates Degree in Accounting; Registered Tax Return Preparer

WHEN YOU HAVE COMPLETED YOUR ANSWER, LEAVE THE REMAINDER OF THIS PAGE BLANK

Curriculum

Curriculum Development Timeline

PECCS will be fully developed by September of 2015. PECCS is working closely with PUCS Schools and the National Middle College Consortium to utilize an established, proven curriculum to get the outcomes that are showing nationally as successful. Technology and the use of software will be a major component of PECCS's curriculum plans. Each student will have their own netbook therefore teachers will be charged with using the technology made available. The following curriculum pillars are being used in construction of the curriculum.

- 1) Project Based Learning
- 2) Intense writing exercises
- 3) High Level Thinking

Subject	Milestones	Completion Date	Responsible Party
Math curriculum		Completed March 2015	Cordell Ingram & PUCS Schools
Language Arts	Textbooks already Chosen, supplemental reading by May 29 th	June 1, 2015	Cordell Ingram & PUCS Schools
Social Studies	Textbooks already Chosen	July 1, 2015	Cordell Ingram & PUCS Schools
Science	Textbooks already chosen	July 1, 2015	Cordell Ingram & PUCS Schools
Spanish	Textbooks already chosen	July 1, 2015	PUCS Schools
Art Appreciation		Completed March 2015	Cordell Ingram
Theater		Completed March 2015	Cordell Ingram
Street Law		Completed March 2015	Cordell Ingram
Physical Education		Completed March 2015	Cordell Ingram
Freshman & Sophomore	Working with Co-Lin	August 2015	Cordell Ingram
Seminar	to discuss needed components for college readiness and career field trips	_	J. Control of the con

The Principal will be responsible for presenting a proven curriculum to the PECCS board for approval. PUCS School Curriculum Director has already met with Mr. Ingram twice and they have completed the Math curriculum. PUCS has assured the board that we have the right School Leader and that his curriculum experience has made the process very easy to this point. We look forward to a dynamic and resourceful finished product.

Curriculum Scope and Sequence

PECCS Course Flow					
Grade	English	Math	Science	Social Studies	Language
9th	English 9 Honors English 9 English 10 Honors English 10	Algebra with lab Honors Geometry Geometry Honor Algebra 2	Earth Science Biology Honors Biology Honors Chemistry	World History (1900 to Present) US Government Honor American History Geography	Spanish 1 Spanish 2
10th	English 11 English 12 World Literature Research Paper/Critical Writing	Algebra 2 Precalculus Honors PreCalculus Honors Calculus	Chemistry Honors Physics	American History African American History European History	Spanish 1 Spanish 2
11th	Opt. A: English 101/ English 110 Opt. B: English 101/English 102 World Literature at PECCS	Opt. A: Math 121/ Math 122 Opt. B. Math 116/ Math 121 Opt. C: Math 116/ Math 117	Chem 100 Physics 100 Physics 101	Opt. A: His 101/His 102	
12th	Communication 100		EASCI 210 Astro 105		
	Other courses are available in the course guide provided by Copiah Lincoln Community College.				

The state of Mississippi requires that the following course credits must be earned in order to graduate from high school:

- *4 credits in English/Language Arts
 *3 credits in Mathematics (one must be an algebra course and one must have geometry content)
- *3 credits in Science
- *3 credits in Social Studies
- *2 credits in Writing (one can double over from the English courses)

In addition to the state requirements, ECCS will require the following:

- *1 credits in Foreign language
- *1 credits in Social Science
- *.5 credit in Art Appreciation or Music Appreciation
- *1 credit in College readiness
- *60 hours of community service
- *.5 credit in Drivers Education
- *.5 credit in Health
- *1 credits in Physical Education(which can include Dance, aerobics, or other fitness courses)
- * A student will have to pass the US Constitution .

5/24/2015 Inventory List

CORE ACADEMIC PROGRAM SCOPE AND SEQUENCE

			DEMIC PROGRAM SCOPE AND S	
Grade	ELA	Math	Science	Social Studies
1			Earth Science is the largest	
1			division of the study of Earth.	
1			It is concerned with Earth's	
1		Algebra I This course	materials, changes of the	
1		examines the basic structure of	surface and interior, and the	
1		real numbers, algebraic	forces that cause these	
1		expressions, and functions. The		
1		topics studied are linear	interpreted within the context	
1		_	-	
1	Enatist 1	equations, inequalities,	of plate tectonics, the unifying	
1	English 1	functions and systems,	scientific principle of all of the	
1	Integrates composition and	quadratic equations and	physical Earth sciences. Earth	
1	literature with related language	functions, polynomial	Science also examines the	Government: This course is a
1	study. Includes grammar,	expressions, data analysis,	interaction between Earth's	survey of the U.S. Government
	reading, writing, speaking, and	probability, and the elementary	weather and climate, the	Structure, systems and political
	listening and vocabulary skills.	properties of functions.	changes of organisms through	processes focusing on
1	Regular assessment of skills	Mathematical modeling of real-	time (paleontology) as	constitutional structures and
1	using iSTEEP benchmark	life problems and problem-	interpreted by organic	foundations. Content will
1	systems, A+ Classroom Student	solving are major themes of the	evolution. Finally, a major	include factors that influence
1	Response Software, and the	course. Students will have a	division of Earth Science is	U.S. Government. This course
1	Common Core Learning	lab every other day to reinforce	astronomy, the study of our	prepares students to become
1	Standards will help monitor	Algebra skills that are essential	solar system, galaxies, the	responsible/aware members of
9	student progress.	for success.	universe, and deep time.	American society.
Grade	ELA	Math	Science	Social Studies
Grade	ELA	iviatri	Science	Social Studies
1				World History is designed to
1				develop greater understanding
1				of the evolution of global
1		Geometry introduces the study		processes and contexts, in
1		of points, segments, triangles,		interaction with different types
1		polygons, circles, solid figures,		of human societies. This
		and their associated		understanding is advanced
	English II: Develops	relationships as a mathematical		through a combination of
	excellence in language arts	system. Powers of abstract		selective factual knowledge and
	through study of literature and	*		
		reasoning, spatial visitalization		appropriate analytical skills
		reasoning, spatial visualization	Biology is a course that	appropriate analytical skills. The course highlights the
	composition. Integrates	and logical reasoning patterns	Biology is a course that	The course highlights the
	composition. Integrates reading, writing, speaking,	and logical reasoning patterns are improved through this	involves the scientific study of	The course highlights the nature of changes in
	composition. Integrates reading, writing, speaking, listening and visual description	and logical reasoning patterns are improved through this course. Points, segments,	involves the scientific study of living organisms. It covers the	The course highlights the nature of changes in international frameworks and
	composition. Integrates reading, writing, speaking, listening and visual description skills; development of multi-	and logical reasoning patterns are improved through this course. Points, segments, triangles, polygons, circles, and	involves the scientific study of living organisms. It covers the following topics: basic	The course highlights the nature of changes in international frameworks and their causes and consequences,
	composition. Integrates reading, writing, speaking, listening and visual description skills; development of multi- paragraph essays; includes	and logical reasoning patterns are improved through this course. Points, segments, triangles, polygons, circles, and solid figures are the structures	involves the scientific study of living organisms. It covers the following topics: basic chemistry, the structure,	The course highlights the nature of changes in international frameworks and their causes and consequences, as well as <u>comparisons</u> among
	composition. Integrates reading, writing, speaking, listening and visual description skills; development of multi- paragraph essays; includes critical thinking, personal	and logical reasoning patterns are improved through this course. Points, segments, triangles, polygons, circles, and solid figures are the structures studied. The focus is on	involves the scientific study of living organisms. It covers the following topics: basic chemistry, the structure, organization, and energetics of	The course highlights the nature of changes in international frameworks and their causes and consequences, as well as <u>comparisons</u> among major societies. The course
	composition. Integrates reading, writing, speaking, listening and visual description skills; development of multi- paragraph essays; includes critical thinking, personal growth evaluation	and logical reasoning patterns are improved through this course. Points, segments, triangles, polygons, circles, and solid figures are the structures studied. The focus is on comparisons between these	involves the scientific study of living organisms. It covers the following topics: basic chemistry, the structure, organization, and energetics of the cell, genetics, evolution,	The course highlights the nature of changes in international frameworks and their causes and consequences, as well as <u>comparisons</u> among major societies. The course builds on an understanding of
	composition. Integrates reading, writing, speaking, listening and visual description skills; development of multi- paragraph essays; includes critical thinking, personal	and logical reasoning patterns are improved through this course. Points, segments, triangles, polygons, circles, and solid figures are the structures studied. The focus is on	involves the scientific study of living organisms. It covers the following topics: basic chemistry, the structure, organization, and energetics of	The course highlights the nature of changes in international frameworks and their causes and consequences, as well as <u>comparisons</u> among major societies. The course
	composition. Integrates reading, writing, speaking, listening and visual description skills; development of multi- paragraph essays; includes critical thinking, personal growth evaluation	and logical reasoning patterns are improved through this course. Points, segments, triangles, polygons, circles, and solid figures are the structures studied. The focus is on comparisons between these	involves the scientific study of living organisms. It covers the following topics: basic chemistry, the structure, organization, and energetics of the cell, genetics, evolution,	The course highlights the nature of changes in international frameworks and their causes and consequences, as well as <u>comparisons</u> among major societies. The course builds on an understanding of
	composition. Integrates reading, writing, speaking, listening and visual description skills; development of multi- paragraph essays; includes critical thinking, personal growth evaluation opportunities, stress and time	and logical reasoning patterns are improved through this course. Points, segments, triangles, polygons, circles, and solid figures are the structures studied. The focus is on comparisons between these figures concerning surface	involves the scientific study of living organisms. It covers the following topics: basic chemistry, the structure, organization, and energetics of the cell, genetics, evolution, taxonomy, microorganisms,	The course highlights the nature of changes in international frameworks and their causes and consequences, as well as <u>comparisons</u> among major societies. The course builds on an understanding of cultural, institutional, and
10	composition. Integrates reading, writing, speaking, listening and visual description skills; development of multiparagraph essays; includes critical thinking, personal growth evaluation opportunities, stress and time management activities in	and logical reasoning patterns are improved through this course. Points, segments, triangles, polygons, circles, and solid figures are the structures studied. The focus is on comparisons between these figures concerning surface areas, volumes, congruency,	involves the scientific study of living organisms. It covers the following topics: basic chemistry, the structure, organization, and energetics of the cell, genetics, evolution, taxonomy, microorganisms, fungi, plant biology, animal	The course highlights the nature of changes in international frameworks and their causes and consequences, as well as <u>comparisons</u> among major societies. The course builds on an understanding of cultural, institutional, and technological precedents that,

	Physical Education	Academic Electives	Other Electives	
		-	CADEMIC PROGRAM SCOPE AN	
12	work independently.	provides a bridge to calculus	kinetics, and organic chemistry.	States.
	collaboratively with peers, and	continuity of functions and	, ,	to situations in the United
	writing assignments, work	applied to proofs of the	chemical bonds, metals,	around the globe are compared
	Five Step Writing Process in	The formal definition of limit is		applications. Case studies from
	require students to use The	as infinite sequences and series.	gases, thermodynamics, atomic	on geographic models and their
	graduation. This course will	and to discrete functions such	be covered include: matter,	geography. Emphasis is placed
	portfolio required for	applied to rational functions	experiments. Subjects that will	industry, agriculture, and urban
	Students will produce a writing	forms. The concept of limit is	with some laboratory	economic development,
	British and world literature.	rectangular, and parametric	high school chemistry class	ethnicity, political geography,
	Literature study will focus on	represented in polar,	Chemistry is a comprehensive,	culture, language, religion,
	the professional world.	Quadratic relations are		include population, migration,
	required to do in college and in	graphic, and numeric.		on the planet. Units of study
	creatively, as they will be	representations—algebraic,		effects of human populations
	and think analytically and	multiple		distribution, processes, and
	prepare students to read, write,	simulations are explored in		This course focuses upon the
	The purpose of this course is to	and applied. Problem		Advanced World Geography:
	and enjoyment of language.	three dimensions are studied		
	understanding, effective use,	numbers. Vectors in two and		
	to enhance the student's	coordinates and complex		
	composition course that seeks	including the study of polar		
	course is a literature and	inverses, and their applications,		
	Advanced Composition: This	functions, identities and		
		trigonometric and circular		
		skills to the study of		
		modeling, and problem-solving		
		Students apply technology,		
		extended in this course.		
		elementary functions is		

		-	
Aerobics: This course will serve as both a physical fitness class and a study of exercise science in determining which exercises are most effective to different parts of the body.	Street Law: This course focuses on educating students on civil and criminal law issues that they encounter daily. It is a very informative course that helps them see every day scenarios that are actually legal issues. The course will incorporate research, debates, and field trips to local courts and law enforcement agencies. Curriculum utilized for this course is the series "When The Cops Come Knocking" by The Townsend Group.	Choir: This course will serve students interested in the art of vocal music. Student will learn the importance of tone, harmony, and pitch as they work as a group to create a performance model for PECCS.	
Weight Training: This course will serve as both a physical fitness class and a study of exercise science to determine which weight lifting exercises are most effective to different parts of the body.	Freshman Seminar: This course focuses on helping students adjust to the Phoenix Early College Charter School and the partnering College. Students will get the opportunity to learn helpful organization, test preparation, dealing with stress, time management, and college planning. This class will take tours through portions of the College Campus to help familiarize students with the campus and its many opportunities.		

Curriculum Map

Phoenix Early College Charter School 9th Grade Math Curriculum Map

The following courses will be offered to PECCS Freshman.

Algebra 1

Upon completion of this course, students should be able to:

- 1) Categorize numbers; rational, irrational, natural, whole, integer. N-RN
- 2) Evaluate and simplify algebraic expressions. A-SSE
- 3) Solve linear equations and linear inequalities. A-REI.B
- 4) Solve word problems using algebraic skills. F-LE.A.1b
- 5) Graph linear equations and linear inequalities. A-REI.D
- 6) Understand the concept of slope of a line. **S-ID.C.7**
- 7) Identify and write systems of linear equations and solve these systems. **A-CED.A.3**
- 8) Perform operations on polynomial expressions. A-APR
- 9) Factor polynomial expressions. A-APR.A
- 10) Simplify, and perform operations on rational expressions. **N-RN**
- 11) Graph and solve quadratic expressions, including use of the discriminant. F-IF.C.7
- 12) Simplify radical expressions and solve radical equations. **N-RN.A.2**

Text: Glencoe Algebra 2012

Geometry

Upon completion of this course, students should be able to:

- 1) Understand the study of points and segments G-CO.A.1
- 2) Explain the role of definitions, undefined terms, postulates (axioms), and theorems G-CO.C
- 3) Describe the intersection of lines in the plane and in space, of lines and planes, and of planes in space
- 4) Determine the coordinates of a point that is described geometrically **G-GPE.B.6**
- 5) Know, prove, and apply theorems about parallel and perpendicular lines. **G-CO.C.9**
- 6) Determine the equation of a line in a coordinate plane that is described geometrically
- 7) Distinguish between inductive and deductive reasoning
- 8) Know, prove, and apply theorems about properties of polygons. **G-CO.A.3**
- 9) Determine and prove triangle congruence, triangle similarity, and other properties of triangles G-CO.C.10
- 10) Solve the angles or sides of a right triangle when given partial information. **G-SRT**
- 11) Know, prove, and apply theorems about properties of circles. **G-C.A**

Text: Glencoe Geometry 2012

Algebra 2

Upon completion of this course, students should be able to:

- 1) Solve equations and inequalities A-REI
- 2) Understand general functions, polynomial functions, and rational functions A-APR.A.1
- 3) Solve exponential and logarithmic functions F-LE.A.2
- 4) Solve trigonometric functions of angles and real numbers F-TF
- 5) Solve systems of equations and inequalities A-REI.C
- 6) Understand analytic trigonometry F-TF.B
- 7) Demonstrate an understanding of sequences and series F-IF.A.3
- 8) Create and solve matrices N-VM.C.9
- 9) Solve simple complex numbers, rational numbers, and irrational numbers **N-CN**
- 10) Simplify quadratic equations and completing squares N-CN.C.7

Text: Glencoe Algebra 2 2012

All courses will utilize the technology of A+ Anywhere and ISTEEP to monitor student progress and master of standards.

Standards were taken from the Mississippi State Department of Mathematics

Learning Standards and Graduation Standards

High School Graduation Requirements

PECCS graduation requirements will include 25 Carnegie units plus 40 service learning hours and must pass mandatory state test in Algebra 1, English II, US History, and Biology. In order to earn a high school diploma, each student must meet all of the following requirements. Some of the courses will be taken for both high school and college credit. A hybrid course will be worth .5 Carnegie units.

English/Language Arts	4 Carnegie units	Writing must be in 2 courses
Mathematics	3 Carnegie units	Algebra and Geometry content mandated
Science	3 Carnegie units	
Social Studies	3 Carnegie units	US Constitution must be passed
Foreign language	1 Carnegie units	Spanish will be the foreign language offered at PECCS
Social Science	1 Carnegie units	
Computer Science / Programming	1 Carnegie units	
Art ,Theater, or Music Appreciation	1 Carnegie units	
Driver Education	.5 Carnegie units	
Physical Education	1 Carnegie units	Includes dance, aerobics, weight lifting, Wii Active course, etc.
Health	.5 Carnegie units	
College Readiness	1 Carnegie units	
Electives	5 Carnegie units	

Graduation from PECCS is a complete body of work. Because of this logic, the student's ILP plan will contain a list of the graduation standard so that teachers may check off and date students' 70% mastery for standards presented. Students will meet with their advisors at the start of their senior year to assure that they are on track for graduation and to create a smaller list of unaccomplished standards to make sure the students has every chance to complete all concepts and requirements. Below is a chart of subject matter topics that PECCS student will demonstrate a 70% mastery over. *Copiah Lincoln courses are in italics*.

Language Arts Skills	Courses used to demonstrate skill Completion	Exam used if applicable	Completion Date
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text,	English 9 English 10 American Lit English 1113	English II	

including determining where the text		
leaves matters uncertain.		
Determine two or more themes or	English 9	English II
central ideas of a text and analyze their	English 10 American Lit	
development over the course of the	English 1113	
text, including how they interact and		
build on one another to produce a		
complex account; provide an objective		
summary of the text.		
Analyze the impact of the author's	English 9	English II
choices regarding how to develop and	English 10	
relate elements of a story or drama	American Lit	
	English 113	
Determine the meaning of words and	English 9	English II
phrases as they are used in the text,	English 10	
including figurative and connotative	American Lit	
meanings;	English 1113	
Analyze how an author's choices	English 9	English II
concerning how to structure specific	English 10	Lingilon ii
parts of a text contribute to its overall	American Lit	
structure and meaning as well as its	English 1113	
<u> </u>	Liigiisii i i i i	
aesthetic impact.	English 0	English II
Analyze a case in which grasping a	English 9	English ii
point of view requires distinguishing	English 10	
what is directly stated in a text from	American Lit	
what is really meant	Eng 1113	
Analyze multiple interpretations of a	English 9	English II
story, drama, or poem (e.g., recorded	English 10	
or live production of a play or recorded	American Lit	
novel or poetry), evaluating how each	English 1113	
version interprets the source text		
Demonstrate knowledge of eighteenth-,	English 9	English II
nineteenth- and early-twent English 9	English 10	
English 10 American Lit	American Lit	
Eng 101ieth-century foundational works	English 1113	
of American literature, including how		
two or more texts from the same period		
treat similar themes or topics.		
Read and comprehend literature,	English 9	English II
including stories, dramas, and poems,	English 10	
at the high end of the grades	American Lit	
	English 1113	
Write arguments to support claims in an	English 9	
analysis of substantive topics or texts,	English 10	
using valid reasoning and relevant and	American Lit	
sufficient evidence.	English 1113	

	T -		
Write informative/explanatory texts to	English 9		
examine and convey complex ideas,	English 10		
concepts, and information clearly and	American Lit		
accurately through the effective	English 1113		
	Liigiisii 1113		
selection, organization, and analysis of			
content.			
Write narratives to develop real or	English 9	English II	
imagined experiences or events using	English 10		
effective technique, well-chosen details,	English 1113		
and well-structured event sequences.	English 1123		
Produce clear and coherent writing in	Research Paper	English II	
		Lilgiisii ii	
which the development, organization,	English 1113		
and style are appropriate to task,	English 1123		
purpose, and audience.			
Develop and strengthen writing as	Research Paper		
needed by planning, revising, editing,	English 1113		
rewriting, or trying a new approach,	English1123		
focusing on addressing what is most	Lingholli 120		
significant for a specific purpose and			
audience.			
Use technology, including the Internet,	English 10		
to produce, publish, and update	Research Paper		
individual or shared writing products in	English 1113		
response to ongoing feedback,	English 1123		
including new arguments or			
information.			
Conduct short as well as more	Possarch Paper		
	Research Paper		
sustained research projects to answer	English 1113		
a question (including a self-generated	English 1123		
question) or solve a problem			
Gather relevant information from	Research Paper		
multiple authoritative print and digital	English 1113		
sources, using advanced searches	English 1123		
effectively; assess the strengths and	Zingilon 1120		
limitations of each source in terms of			
the task, purpose, and audience			
Draw evidence from literary or			
informational texts to support analysis,	American Lit		
reflection, and research.	Research Paper		
Write routinely over extended time	English 9	English II	
frames (time for research, reflection,	English 10		
and revision) and shorter time frames	Research Paper		
(a single sitting or a day or two) for a	English 1113		
,	•		
range of tasks, purposes, and	English 1123		
audiences.			
Initiate and participate effectively in a	English 9	English II	

	T = 11 1 10	T
range of collaborative discussions	English 10	
	American Lit	
	English 1113	
	English 1123	
Integrate multiple sources of	English 10	
information presented in diverse	Research Paper	
formats and media (e.g., visually,		
quantitatively, orally) in order to make		
informed decisions and solve problems,		
evaluating the credibility and accuracy		
of each source and noting any		
discrepancies among the data.		
Evaluate a speaker's point of view,	Research Paper	
reasoning, and use of evidence and	English 1113	
rhetoric, assessing the stance,	English 1123	
premises, links among ideas, word		
choice, points of emphasis, and tone		
used.		
Present information, findings, and	Research Paper	
supporting evidence, conveying a clear	English 1113	
and distinct perspective, such that	English 1123	
listeners can follow the line of		
reasoning, alternative or opposing		
perspectives are addressed, and the		
organization, development, substance,		
and style are appropriate to purpose,		
audience, and a range of formal and		
informal tasks.		
Make strategic use of digital media	English 9	English II
(e.g., textual, graphical, audio, visual,	English 10	
and interactive elements) in	American Lit.	
presentations to enhance	Research Paper	
understanding of findings, reasoning,	English 1113	
and evidence and to add interest.	English1123	
Adapt speech to a variety of contexts	Research Paper	
and tasks, demonstrating a command	English 1113	
of formal English when indicated or	English 1123	
appropriate.		

Mathematics Skills	Courses used to demonstrate skill Completion	Exam used if applicable	Completion Date
Explain how the definition of the	Algebra 1	Algebra I	
meaning of rational exponents follows	Algebra 2		
from extending the properties of integer	College Prep Math		

((() 1 1 1 1 1 1 1 1 1	144T 4000	Т	
exponents to those values, allowing for	MAT 1233		
a notation for radicals in terms of			
rational exponents	_		
Rewrite expressions involving radicals	Algebra 2		
and rational exponents using the	College Prep Math		
properties of exponents.	Math 1233		
Explain why the sum or product of two	Algebra 2		
rational numbers is rational; that the	College Prep Math		
sum of a rational number and an	Math 1233		
irrational number is irrational; and that			
the product of a nonzero rational			
number and an irrational number is			
irrational			
Use units as a way to understand	Algebra 1	Algebra 1	—
problems and to guide the solution of	Algebra 2	/ ligosia i	
multi-step problems; choose and	College Prep Math		
interpret units consistently in formulas;	Math 1233		
choose and interpret the scale and the	IVIALIT 1233		
•			
origin in graphs and data displays.	Algebra 1	Algebra 1	
Define appropriate quantities for the	Algebra 1	Algebra 1	
purpose of descriptive modeling.	Algebra 2	Almahara 1	
Choose a level of accuracy appropriate	Algebra 1	Algebra 1	
to limitations on measurement when	Algebra 2		
reporting quantities.			
Know there is a complex number i such	Algebra 2		
that $i^2 = -1$, and every complex number	Pre-Calculus		
has the form a + bi with a and b real.	College Prep Math		
	Math 1233		
Use the relation $i^2 = -1$ and the	Algebra 2		
commutative, associative, and	Pre-Calculus		
distributive properties to add, subtract,	College Prep Math		
and multiply complex numbers.	Math 1233		
Solve quadratic equations with real	Algebra 2		
coefficients that have complex	Pre-Calculus		
solutions.	College Prep Math		
	Math 1233		
Extend polynomial identities to the	Algebra 2		
complex numbers	College Prep Math		
	Math 1233		
Know the Fundamental Theorem of	Algebra 2		
Algebra; show that it is true for	Pre-Calculus		
quadratic polynomials.	College Prep Math		
quadratio porynomialo.	Math 1233		
Use matrices to represent and	Algebra 2		
manipulate data, e.g., to represent	Pre-Calculus		
payoffs or incidence relationships in a	College Prep Math		

network.	Math 1233	
Add, subtract, and multiply matrices of	Algebra 2	
appropriate dimensions	College Prep Math Math 1233	
Understand that the zero and identity	Algebra 2	
matrices play a role in matrix addition	College Prep Math	
and multiplication similar to the role of 0	Math 1233	
and 1 in the real numbers.	A1 1 4	
Interpret expressions that represent a	Algebra 1	Algebra 1
quantity in terms of its context.	Algebra 2	Alachas 4
Use the structure of an expression to	Algebra 1	Algebra 1
identify ways to rewrite it Choose and produce an equivalent	Algebra 1	Algebra 1
form of an expression to reveal and	Algebra 2	Algebra
explain properties of the quantity	Aigebra 2	
represented by the expression		
Derive the formula for the sum of a	Algebra 1	Algebra 1
finite geometric series (when the	Algebra 2	- ngowa -
common ratio is not 1), and use the	College Prep Math	
formula to solve problems		
Understand that a function from one set	Algebra 1	Algebra 1
(called the domain) to another set	Algebra 2	
(called the range) assigns to each	College Prep Math	
element of the domain exactly one		
element of the range		
Use function notation, evaluate	Algebra 1	Algebra 1
functions for inputs in their domains,	Algebra 2	
and interpret statements that use function notation in terms of a context.	College Prep Math	
For a function that models a	Algebra 1	Algebra 1
relationship between two quantities,	Algebra 2	Algebia
interpret key features of graphs and	College Prep Math	
tables in terms of the quantities, and	Conogo i Top Maai	
sketch graphs showing key features		
given a verbal description of the		
relationship.		
Relate the domain of a function to its	Algebra 2	
graph and, where applicable, to the	College Prep Math	
quantitative relationship it describes.	Math 1233	
Calculate and interpret the average rate	Algebra 1	Algebra 1
of change of a function	Algebra 2	
Graph functions expressed symbolically	Algebra 2	
and show key features of the graph, by	College Prep Math	
hand in simple cases and using	Math 1233	
technology for more complicated cases. Write a function defined by an	Algobra 2	
write a full-clion defined by an	Algebra 2	

		
expression in different but equivalent	Pre-Calculus	
forms to reveal and explain different	College Prep Math	
properties of the function.	Math 1233	
Compare properties of two functions	Algebra 2	
each represented in a different way	Pre-Calculus	
(algebraically, graphically, numerically	College Prep Math	
in tables, or by verbal descriptions)	Math 1233	
Write a function that describes a	Algebra 2	
relationship between two quantities.	College Prep Math	
Write arithmetic and geometric	Algebra 1	Algebra 1
sequences both recursively and with an	Algebra 2	
explicit formula, use them to model	College Prep Math	
situations, and translate between the	Math 1233	
two forms.		
Find inverse functions	Algebra 2	
	College Prep Math	
	Math 1233	
Distinguish between situations that can	Algebra 2	
be modeled with linear functions and	College Prep Math	
with exponential functions.	Math 1233	
Construct linear and exponential	Algebra 1	Algebra 1
functions, including arithmetic and	Algebra 2	
geometric sequences, given a graph, a	College Prep Math	
description of a relationship, or two	Math 1233	
input-output pairs		
Observe using graphs and tables that a	Algebra 2	
quantity increasing exponentially	College Prep Math	
eventually exceeds a quantity	Math 1233	
increasing linearly, quadratically, or		
(more generally) as a polynomial		
function.		
Know precise definitions of angle,	Geometry	
circle, perpendicular line, parallel line,	College Prep Math	
and line segment, based on the		
undefined notions of point, line,		
distance along a line, and distance		
around a circular arc.		
Given a rectangle, parallelogram,	Geometry	
trapezoid, or regular polygon, describe	College Prep Math	
the rotations and reflections that carry it		
onto itself.		
Given a geometric figure and a rotation,	Geometry	
reflection, or translation, draw the	College Prep Math	
transformed figure using, e.g., graph		
paper, tracing paper, or geometry		
software. Specify a sequence of		

	T	T	
transformations that will carry a given			
figure onto another.			
Explain how the criteria for triangle	Geometry		
congruence (ASA, SAS, and SSS)	College Prep Math		
follow from the definition of congruence			
in terms of rigid motions.			
Prove theorems about lines, angles,	Geometry		
triangles, and parallelograms.	·		
Make formal geometric constructions	Geometry		
with a variety of tools and methods	,		
Construct an equilateral triangle, a	Geometry		
square, and a regular hexagon	,		
inscribed in a circle.			
Given two figures, use the definition of	Geometry		
similarity in terms of similarity	College Prep Math		
transformations to decide if they are	conogo i rop maur		
similar			
Use the properties of similarity	Geometry		
transformations to establish the AA	Coomony		
criterion for two triangles to be similar			
Understand that by similarity, side	Geometry		
ratios in right triangles are properties of	Pre-Calculus		
the angles in the triangle, leading to	College Prep Math		
definitions of trigonometric ratios for	College i Tep Matii		
acute angles.			
Explain and use the relationship	Algebra 2		
between the sine and cosine of	Pre-Calculus		
complementary angles. Prove that all circles are similar	College Prep Math		
	Geometry		
Identify and describe relationships	Geometry		
among inscribed angles, radii, and	College Prep Math		
chords.	0		
Construct the inscribed and	Geometry		
circumscribed circles of a triangle, and	College Prep Math		
prove properties of angles for a			
quadrilateral inscribed in a circle.			
Derive using similarity the fact that the	Geometry		
length of the arc intercepted by an	College Prep Math		
angle is proportional to the radius, and			
define the radian measure of the angle			
as the constant of proportionality			
Derive the equation of a circle of given	Geometry		
center and radius using the	Algebra 2		
Pythagorean Theorem; complete the	College Prep Math		
square to find the center and radius of	Math 1233		
a circle given by an equation.			

Use coordinates to prove simple geometric theorems algebraically	Geometry College Prep math Math 1233	
Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems	Geometry Algebra 2 College Prep Math	
Find the point on a directed line segment between two given points that partitions the segment in a given ratio.	Geometry College Prep Math	
Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.	Geometry College Prep Math	
Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone.	Algebra 1 Algebra 2 Pre-Calculus College Prep Math	Algebra 1
Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.	Algebra 1 Algebra 2	Algebra 1
Identify the shapes of two-dimensional cross-sections of three-dimensional objects.	Geometry Algebra 2 College Prep Math Math 1233	
Apply geometric methods to solve design problems	Geometry College Prep math Math 1223	
Represent data with plots on the real number line (dot plots, histograms, and box plots)	Algebra 1 Algebra 2 College Prep Math	Algebra 1
Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.	Algebra 1 Algebra 2 College Prep Math	Algebra 1

Science Skills	Courses used to demonstrate skill Completion	Exam used if applicable	Completion Date
Understanding scientific concepts and developing abilities of inquiry	Earth Science Biology Chemistry Physics	Biology	
Learning subject matter disciplines in the context of inquiry, technology, science in personal and social perspectives, and history and nature of	Earth Science Biology Chemistry Physics	Biology	

science		
Apply inquiry-based and problem- solving processes and skills to scientific investigations.	Earth Science Biology Chemistry Physics	Biology
Describe and explain how forces affect motion	Physics Phys. Science 2243	
Demonstrate an understanding of general properties and characteristics of waves.	Earth Science Phys. Science 2243	
Develop an understanding of the atom.	Biology Chemistry Physics	Biology
Investigate and apply principles of physical and chemical changes in matter.	Earth Science Biology Chemistry	Biology
Develop an understanding of concepts related to work and energy	Physics Phys. Science 2243	
Discuss the characteristics and properties of light and sound.	Earth Science Physics Phys. Science2243	
Apply an understanding of magnetism, electric fields, and electricity.	Physics Phys. Science 2234	
Demonstrate an understanding of the atomic model of matter by explaining atomic structure and chemical bonding	Chemistry Physics Physics Survey 1213	
Develop an understanding of the periodic table	Earth Science Chemistry Chem. Survey 1113 Gen. Chemistry 1213	
Analyze the relationship between microscopic and macroscopic models of matter.	Biology Chemistry <i>Princ. of Biology 1113</i>	Biology
Compare factors associated with acid/base and oxidation/reduction reactions	Chemistry Chem. Survey 1113 Gen. Chemistry 1213	
Demonstrate an understanding of the properties, structure and function of organic compounds.	Chemistry Chem. Survey 1113 Gen. Chemistry 1213	
Investigate and summarize the chemical basis of life	Chemistry Chem. Survey 1113 Gen. Chemistry 1213	
Investigate and explain how organisms interact with their environment.	Earth Science Biology	Biology

	Princ. of Biology 1113	
Investigate, compare, and contrast cell structures, functions, and methods of reproduction.	Biology Princ. of Biology 1113	Biology
Analyze the roles DNA and RNA play on the mechanism of inheritance.	Biology Chemistry Princ. of Biology 1113	Biology
Apply the concept of evolution to the diversity of organisms.	Chemistry Chem. Survey 1113 Gen. Chemistry 1213	
Describe the biochemical basis of life and explain how energy flows within and between the living systems.	Biology Princ. of Biology 1113	Biology
Investigate and evaluate the interaction between living organisms and their environment.	Biology Princ. of Biology 1113	Biology
Analyze and explain the structures and function of the levels of biological organization.	Biology Princ. of Biology 1113	Biology
Demonstrate an understanding of the molecular basis of heredity.	Biology Princ. of Biology 1113	Biology
Demonstrate an understanding of principles that explain the diversity of life and biological evolution.	Biology Princ. of Biology 1113	Biology
Develop an understanding of organism classification.	Biology Princ. of Biology 1113	Biology

Social Studies Skills	Courses used to demonstrate skill Completion	Exam used if applicable	Completion Date
Understand the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other important documents of American Democracy	US Government American History His 2213 US Hist.	US History	
Understand the roles and responsibilities of the three branches of government as established by the U.S. Constitution.	US Government American History His 2213 US Hist.	US History	
Understand the meaning, scope, and limits of rights and obligations of democratic citizenship and that the relationships among democratic citizens and government are mutable.	US Government American History His 2213 US Hist.	US History	

		.	
Understand the origins and characteristics of different political systems across time and place, with emphasis on the quest for political democracy, its advances, and its Obstacles	World History European History His. 1163 World Civilization		
Understand the role that governments play in the protection, expansion, and hindrance of civil/human rights of citizens.	US Government American History His 2213 US Hist.	US History	
Understand how population, migration, culture, economics, urbanization, and political factors produce complex networks and systems of human activity around the world.	World History His. 1163 World Civilization		
Understand civil rights and human rights in the contemporary world.	US Government US History Afro-American History His. 2213 US History	US History	
Understand different political systems in the Modern Western World and their impact on the respective societies that adopted them.	World History European History His. 1163 World Civilizatin		
Understand the impact of political, technological, economic, cultural, religious, and demographic changes within the global community	US Government World History European History		
Understand causes and consequences of contact, cooperation, and conflict (e.g., diplomatic, economic, political, cultural/ethnic, military, biological) between various societies, nations, and groups of people.	US Government World History European History		
Understand that increased interactions among people have resulted from: technological and communication innovation, political and economic change, and demographic and climate change.	US Government World History European History		
Understand rights in society and changing conception of rights (civil or human).	Afro-American History US History His. 2213	US History	
Understand the economic causes and	World History		

	1		
patterns of global change in the era of New Imperialism in Africa, Southeast Asia, China, India, Latin America, and the Philippines.	European History		
Understand the development of various economic systems through time and place and how those systems have shaped global relations.	World History European History Hist. 1136 World Civilization		
Understand the cultural trends, religious ideologies and artistic expressions of various world cultures through time and place.	World History European History Hist.1163 World Civilization		
Understand the evolution of the American political system, its ideals, and institutions post-reconstruction.	US Government US History Afro-American History	US History	
Understand major social problems and domestic policy issues in post reconstruction American society	US Government US History Afro-American History	US History	
Understand how the global position of the United States has evolved as a result of imperialism, economics, technological changes, and involvement in international wars and conflicts.	US Government US History Afro-American History	US History	
Understand how the Civil Rights Movement achieved social and political change in the United States and the impact of the Civil Rights struggle of African Americans on other groups	US Government US History Afro-American History	US History	
Understand the continuing economic transformation of the United States involving the maturing of the industrial economy, the expansion of big business, the changing demographics of the labor force, and the rise of national labor unions and industrial conflict.	US Government US History Afro-American History	US History	
Understand the scope of government involvement in the economy including the following: the regulation of industry and labor, the attempts to manipulate the money supply, and the use of tariffs or trade agreements to protect or expand U.S. business interests.	US Government US History Afro-American History	US History	

Understand the role of the United States in the world system	US Government US History Afro-American History	US History	
Understand the physical environments of the world along with the processes that shape them and the problems they present to human occupation and use.	US Government US History Afro-American History	Us History	
Understand how population, migration, culture, economics, urbanization, and political factors produce complex networks and systems of human activity around the world.	US Government US History Afro-American History	US History	
Understand the geographic patterns and processes found around the world.			
Understand cultural trends, religious ideologies, and artistic expressions that contributed to the historical development of the United States.	World History European History Hist. 2213 Hist. 1163		

Copiah Lincoln has such an enormous selection of courses that they could not all be listed. Students who meet prerequisites will be allowed to take those courses and complete them. The following will be true about all PECCS graduates along with the requirement throughout this document:

- 1) They will all have earned college courses from Copiah Lincoln Community College
- 2) They will all have leadership and character development training to become productive citizens.
- 3) they have all been exposed to college preparatory academic rigor that demonstrates to them the hard work and commitment that it will take for success.

Proposed School Calendar and Daily Schedule

Phoenix Early College Charter School

School Year 2016-2017

Registration/ Orientation	Aug. 12 th
First day of class (early dismissal)	Aug. 15 th
Labor Day (NS)	Sept. 5 th
PDW* (early dismissal)	Oct. 9th
Columbus Day (NS)	Oct. 10 th
Midterm Exams	Oct. 20th -21st
Parent/Teacher Conf. (early dismissal)	Oct. 28th
Thanksgiving Break (NS)	Nov. 23th-27th
Winter Break (NS)	Dec. 23 rd –Jan 2 nd
Mini-mester	Dec. 28th-30th
Return from Winter Break	Jan. 3 rd
Final Exams	Jan. 5 th -6 th
End of 1st Semester	Jan. 6 th
Teacher Institute (NS)	Jan. 9 th
MLK Birthday (NS)	Jan. 16 th
President's Day (NS)	Feb. 20 th
Midterm Exams	Mar. 9 th -10 th
Spring Break	Mar. 13 th -17 th
PDW* (early dismissal)	April 13 th
Good Friday (NS)	Apr. 14 th
National Charter Week	May 1 st - 5 th
Final Exams	May 22th -25th
Last Day of School	May 26 th

180 student days of attendance (90 each semester)

Phoenix Early College Charter School Daily Schedule Monday- Friday 7:45am-4:00pm

7:45 Morning Group 8:00-9:30 1st Hour 9:35-11:10 2nd Hour 11:15-11:55 Lunch 12:00-1:30 3rd Hour 1:35-3:05 4th Hour 3:10-4:00 Hybrid Hour

^{*}PDW- Half Day professional development reserved for planning Teacher Institute- Staff training

Sample 9th Grade Schedule

Days /Times	Monday	Tuesday	Wednesday	Thursday	Friday
8-9:30	Algebra 1				
9:35-11:05	Earth Science				
Lunch					
12:00-1:30	US	US	US	US	US
	Government	Government	Government	Government	Government
1:35-3:05	English 9				
Hybrid Class	Algebra Lab				

Sample 10th Grade Schedule

Days /Times	Monday	Tuesday	Wednesday	Thursday	Friday
8-9:30	Algebra 2	Algebra 2	Algebra 2	Algebra 2	Algebra 2
9:35-11:05	US History	Earth Science	Earth Science	Earth Science	Earth Science
Lunch					
12:00-1:30	Spanish	Spanish	Spanish	Spanish	Spanish
1:35-3:05	American	American	American	American	American
	Literature	Literature	Literature	Literature	Literature
Hybrid Class	Sophomore	Sophomore	Sophomore	Sophomore	Sophomore
	Seminar	Seminar	Seminar	Seminar	Seminar

Sample 10th Grade Schedule - 11 college credits hours (Partially Immersed Student)

Days/Times	Monday	Tuesday	Wednesday	Thursday	Friday
8-9:30	College Prep				
	Math	Math	Math	Math	Math
9:35-11:05	Spanish 2				
Lunch					
1:00-1:50	English101	Study Hall	English 101	Study Hall	English 101
2:00-2:50	Fund of	General	Fund of	General	Fund of
	Drafting	Physical Ed	Drafting	Physical Ed	Drafting
3:00-3:50	Study Hall	Intro to	Study Hall	Intro to	Study Hall
		Theater		Theater	

Sample 12th Grade Schedule - 15 credit hours (Fully Immersed Student)

Days/Times	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-9:50	Intro to		Intro to	<u>-</u>	Intro to
	Communication		Communication		Communication
8:00-9:15		Health		Health	
10:00-11:00	Machine Drafting	Machine Drafting	Machine drafting	Machine drafting	Study Hall
Lunch				_	
1:00-1:50	Descriptive Geometry	Descriptive Geometry	Study Hall	Descriptive Geometry	Descriptive Geometry
2:00-2:50	Afro-American history	Study Hall	Afro American History	Study Hall	Afro-American History

Items above in RED are Copiah-Lincoln Community College courses.

Phoenix Early College Charter School

Enrollment Policies

Phoenix Early College Charter School will have open enrollment for students in grades 9-12, ages 14-21, who live within the boundaries of Natchez District 130. PECCS will accept students of all academic abilities and will differentiate instruction to address the needs of each student.

PECCS will be a public school open to all grade and age-appropriate students within Natchez District 130. PECCS will charge no high school or college tuition to any such student and will not discriminate in its admission on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services. PECCS will target at-risk students and their families and will serve children in grade nine in its first year and will increase one grade level each year through grade twelve in its fourth year. (PECCS reserves the right to also serve grade ten in the first year should sufficient seats be available.) Enrollment in the first year will not exceed 75 students in three cohorts of 25 students each. The projected total enrollment of PECCS will be 300 students.

Phoenix Early College Charter School will serve students grades 9 through 12 and will target students who are underrepresented in higher education. PECCS will recruit low-income students, racial and ethnic minorities, first generation college goers, and English language learners; students at risk of dropping out of high school, not matriculating to college, and not completing a degree, (i.e., students with poor attendance, struggling learners, students who are overage and under-credited).

PECCS will be available to ninth grade students during its first year of operation. First year target enrollment will be 75 students in cohorts of 25 students. Grade levels will expand to serve grades nine and ten in the second year, nine through eleven in the third year, and nine through twelve in the fourth year. Maximum enrollment will be 300 students in cohorts of 25 students with 75 students in each of the four grade levels served.

Enrollment into Phoenix Early College Charter School will be by open lottery. If the number of applications exceeds the number of seats allotted, applications will be drawn to fill the seats. The remaining applications will be drawn and placed on the PECCS waiting list for seats that may become available.

Intent to Enroll Forms are in circulation in the Natchez-Adams community.

Applications for the 2016 school year will begin circulating in November of 2015 and those applications for admittance will be due by February 26, 2016.

As per Mississippi Charter School law, siblings of pupils enrolled in Phoenix Early College Charter School and pupils who were enrolled the previous year will be allowed preference in enrollment. Children of board members and employees may be allowed preference in enrollment as long as the number of such enrollments does not exceed 10% of total enrollment.

Proposed Discipline Policy

A key factor to student success is the safety and security of a well-disciplined environment. The small school environment of Phoenix Early College Charter School will engage all staff members to model appropriate behavior and to intervene if disciplinary issues arise. The Principal will be responsible for administering discipline at the school. A detailed student handbook is being drafted and will be reviewed and adopted by the Phoenix board. The student handbook will clearly outline expectations for student behavior.

PECCS proposes to institute a system of Restorative Justice as a form of disciplinary response as needed. Restorative justice is a systemic response to wrongdoing that emphasizes healing the wounds of victims, offenders, and communities. Restorative principles and practices help:

- hold the offender accountable for his or her actions
- provide victims with a safe place to share how the incident impacted him or her
- include members of the community in developing a moral stance and helping the offender in making things right
- develop an effective alternative to the traditional system of school discipline

By "making things right," restorative practices seeks to knit wholeness back into a community which has been torn; it seeks to repair relationships so students can focus on their school work and reconnect as a member of the learning community.

The restorative justice approach means that PECCS staff will work with students rather than doing things to them or for them. It's been shown that people are more likely to make positive life changes and adjust their negative behaviors, and be happier, more cooperative and more productive through this approach. Unlike an authoritarian, punitive or overly permissive approach, the participatory or restorative mode enables the students to restore relationships and build community. The restorative model shows a student that one has control over and responsibility for his own life. This approach allows students more autonomy and participation in decision making. With restorative justice, students will learn that the PECCS community is one in which they are all equal, working hard to reach similar goals and working together to arrive at solutions to problems that come up along the way.

The Principal will be responsible for school discipline and may delegate the training and administration of the restorative justice program to other PECCS staff members.

College Discipline

If a dual credit student is disruptive in a college class, the student can be reported to the PECCS Principal who will be on campus. Phoenix Early College Charter School will have consistent communication with the parents and relevant college faculty members. The PECCS will acclimate students to behavioral requirements of the college. The expectation is that exposure to non-PECCS students will cause the students in PECCS to progress to that mentality and behavior. A detailed student handbook is being drafted and will be reviewed and adopted by the Phoenix board. The student handbook will clearly outline expectations for student behavior.

In loco parentis/FERPA

A PECCS student in loco parentis/FERPA status would be treated the same as any other student at a college campus. The high school (PECCS) and postsecondary institution (Copiah-Lincoln Community College) may share information from records of dual-enrolled students (2010 FERPA Guide). While in the K-12 system, parents have certain rights with respect to their children's educational record. These rights transfer to the student when the student reaches the age of 18 or attends a postsecondary school (www2.ed.gov - FERPA). Disclosure of information to parents of students who are dependents for income taxes would apply, allowing the post-secondary institution to share grades and other information from the student's education records with parents (2010 FERPA Guide). PECCS students would have the option to complete a parent/guardian form that allows the college to make contact with the parents, if needed. For instance, this would prevent the need for obtaining tax returns for parents. PECCS will be an advocate, establishing student meetings between the parent/student and the school and/or college.

Existing Evidence of Demand for the School

Natchez Democrat

Mississippi's Best Community Newspaper Friday, May 23, 2014

Public applauds charter school proposal - Ron Guajardo

Members of the group proposing a charter school for the area heard a resounding wave of approval from local residents who spoke during a public hearing Thursday hosted by the state board that will ultimately approve or deny the school's creation.

Chris Bradford addresses the crowd of approximately 50 people at the Phoenix Early College Charter School comment session Thursday evening.

The Phoenix Project Community Development Foundation wants to open the Phoenix Early College Charter School in Natchez, serving grades 9 through 12. Charter schools are publicly funded, independently operated public schools that do not charge tuition or fees, are open to all students who wish to attend and cannot discriminate when making enrollment decisions. The group is one of three in the state who have advanced through the application and selection process by the State Charter School Authorizer Board.

Public hearings were hosted this week in each community where a charter school is planned with the goal of receiving as much feedback as possible from area residents, Board Chairman Tommie Cardin said. "We felt like it was important for you to hear from the applicant and for us as board members to hear from you, members of the public, who are going to be most directly affected," Cardin said at the hearing. "That's why we're here."

The six members of the Phoenix Project Community Development Foundation addressed the audience individually in an auditorium at Copiah-Lincoln Community College and shared their part with the proposed school.

Approximately 50 people attended the comment session Thursday evening held by Phoenix Early College Charter School board members to voice comments on the possibility of the school opening in Natchez. Volley Davis, board member and cofounder of the organization, told the audience the school is a direct result of a need in the community for a different choice in education. "We hear our children crying out for help, and they've been crying out for many years," Davis said. "We have the opportunity to provide a service to make a difference in our children."

The group is seeking to open an early college high school model, which is a high school focused on college preparation, that would have open enrollment for students in ninth through 12th grades, with a plan of opening to 75, ninth grade students in 2015. The school would be operated with a contractual agreement with Charter Pros, a consulting and management organization. Cordell Ingram, who is a consultant with Charter Pros, said his organization has spent time visiting and conducting research at 26 early college model schools throughout California and North Carolina to find the best models that work. "The philosophy of education for the Phoenix Early College Charter School is that all students can learn no matter what," Ingram said. "At the end of the day, we want to help these students be better prepared and better equipped. "We want to help these students become productive citizens in the City of Natchez."

Following the board members' presentations, a variety of community members shared their comments, all of which were in support of the proposed charter school. Chad Bradford, who works in the Wilkinson County School District, said he was a proponent of quality education for all students in the area. "I do represent another school district, but we're all concerned about education," Bradford said. "We need an alternative path, because (students) are behind and held up with these state assessments."

Natchez resident Greg West said he's concerned with the monopoly the Natchez-Adams School District has on the community. "In my life, there's only been one school district, so therefore students or parents don't have a choices as it relates to public schools," West said. "There are several private schools, but only one public school. "If there's no choice, you take what's there or you don't, so I welcome this group and believe they will be successful in our community."

Phoenix Project Community Development Foundation Inc. was created in part by Natchez native Iretha Beyah, who has advocated for charter schools in the area before, including in Fayette, Waterproof and Ferriday. Beyah said after the meeting she was pleased with the turnout and said the group would continue working to finalize certain parts of the school's plan, including a location and a director.

The group listed on their application that the Natchez campus of Alcorn State University would likely be the site of the school, but Beyah said Thursday group members are continuing to explore all possibilities. "We've reached out to Alcorn and Co-Lin as far as the location of the school, but we're keeping our options open and looking at a variety of locations," Beyah said. "We just have to keep moving forward."

http://www.natchezdemocrat.com/2014/05/23/publicapplaudscharterschoolproposal/# 4/4

Phoenix Early College Charter School Proposal - Resident Petition

As a resident in the Natchez area, I support the creation of the Phoenix Early College Charter School. Contact: PO Box 520, Fayette MS 39060

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Phoenix Early College Charter School Proposal - Resident Petition

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Phoenix Early College Charter School Proposal - Resident Petition

As a resident in the Natchez area, I support the creation of the Phoenix Early College Charter School. Contact: PO Box 520, Fayette MS 39060

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Phoenix Early College Charter School Proposal - Business Petition

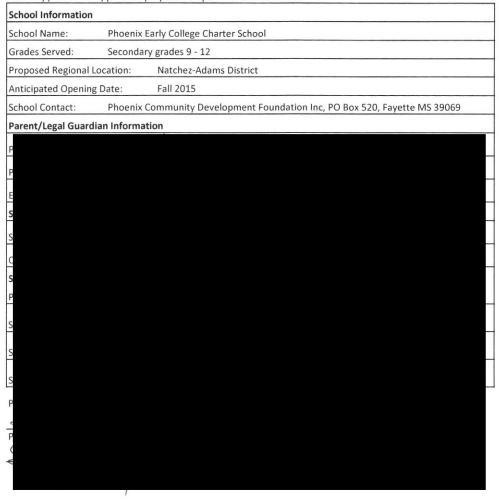
As a business owner / operator in the Natchez area, I support the creation of Phoenix Early College Charter School. Contact: PO Box 520, Fayette MS 39069

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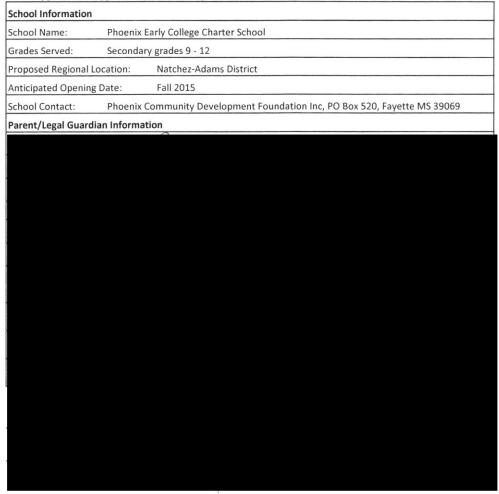
School Information				
School Name:	Phoenix	Early College Charter School		
Grades Served: Secondary grades 9 - 12				
Proposed Regional	Location:	Natchez-Adams District		
Anticipated Opening Date:		Fall 2015		
School Contact:	Phoenix	Community Development Foundation Inc, PO Box 520, Fayette MS 39069		
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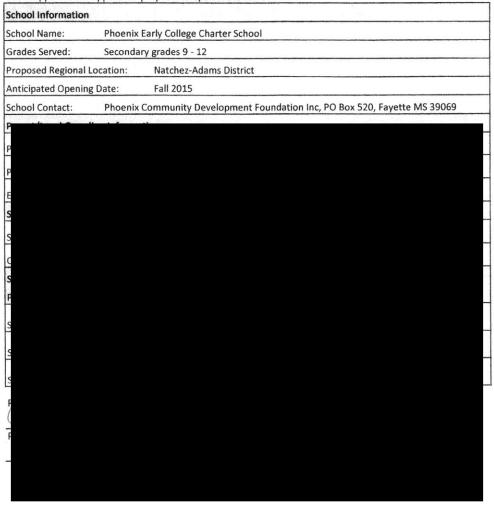
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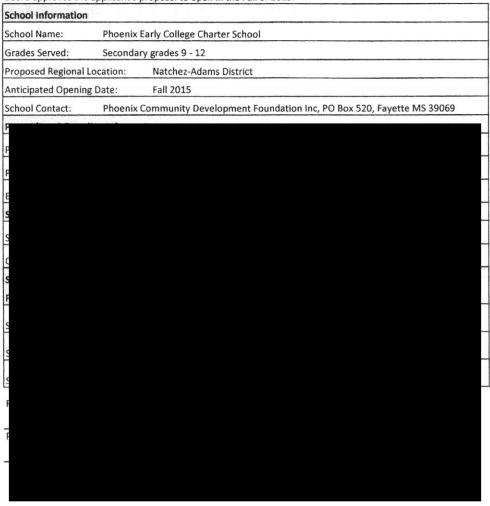
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Phoenix Early College Charter School Proposal - Business Petition

As a business owner / operator in the Natchez area, I support the creation of Phoenix Early College Charter School. Contact: PO Box 520, Fayette MS 39069

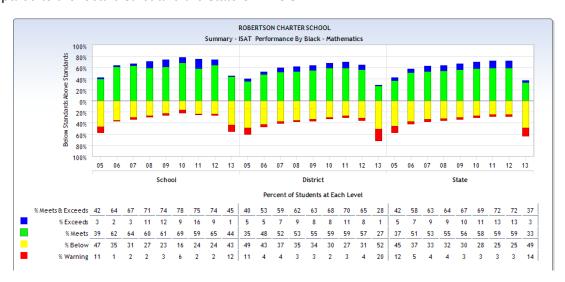
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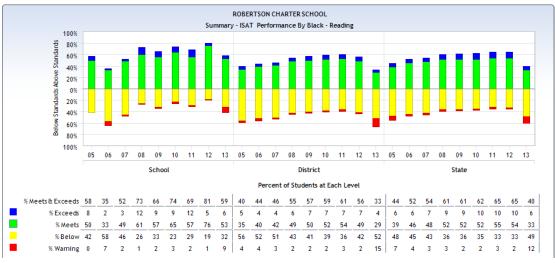
Attachment 9

Proposed Head of School

Cordell Ingram has been slated to lead the Phoenix Early College Charter School. Mr. Ingram brings 20 years of educational experience as an administrator, consultant, teacher, and coach to PECCS. As the current principal of Robertson Charter School in Decatur, Illinois, Mr. Ingram took a school that was considered a low achieving, lower class educational institution and changed it to Decatur's "Premier School of Choice". With 96% African American population and a 89% low income population, Robertson Charter School has achieved Annual Yearly Progress 10 of 13 years with Mr. Ingram as the principal. The school has been an Illinois Spotlight School 6 of the 8 years that the award had been given out.

Attached as a chart is Robertson Charter School's last 5 years of achievement, under Mr. Ingram's, compared to the local district and the state of Illinois.





As a charter schools consultant, Mr. Ingram has done extensive research on the early college model, visiting 24 early college high schools over the past 4 years. He has spoken as a consultant and motivational speaker at 4 Illinois State Charter Conferences, the National Alliance of Educating Black Students National Conference, and has been on the design team of 5 different charter schools. Mr. Ingram understands the curriculum and atmosphere necessary to close achievement gaps for students performing below standards. He understands the importance of a winning culture and motivation. Mr. Ingram has coached football, basketball and track at both the high school and college level. He approaches administration with a coach's mindset. It is his belief that one must get the best out of one's team and motivate them with goals and landmarks to accomplish instead of fear and strenuous evaluation tools. Also, Mr. Ingram taught 5 years as a high school math teacher before entering administration. He has been engaged with high school aged students for his entire career as a teacher, a coach, or as a mentor.

Member of the Millikin University

2001 Herald and Review Area

Professional Profile

Eager to utilize my educational background and experiences, my motivational speaking and coaching experience, and my technological savvy to train, enhance, and motivate others.

- 13 years of Education administration experience
- 7 years of teaching experience & 20 years of coaching at every level up to college
- · 7 years of consulting and professional development presentations
- 18 years of ministerial training and preaching

Education and Certifications

Master of Science Education Administration

Eastern Illinois University, Charleston, Il. 1999

Bachelor of Science Elementary Education

Millikin University, Decatur, Il. 1995

Certifications

5 times IESA coach of the year | Type 7.

Coach of the Year

Alumni Board

Type 75 Education Administration 2002

Type 10 High School mathematics 1999

Type 03 Elementary Education 1995

Ordained Minister of the Gospel of Jesus Christ 2004

Taken 3 trips to Kenya doing Mission's work in the area of ministry and education. Key Qualifications

Motivator- My ability to get maximum effort and performance from those working around me is unique. I accomplish this through personal challenges, creating a competitive atmosphere, and uncovering PPS (Personal Positive Strengths).

Educator- I am qualified because of my experience as a teacher/Administrator. I have taught at all three levels of education and I know what is important to people. My life experiences give me that natural ability to relate to today's youth and adults, and my teaching background and people skills help me to change my life experiences into teaching tools.

Supervision- I am qualified because I've done the work of many supervisors in the past 18 years. I've been the head coach of 3 different sports at the high school level and an assistant at the college level. As an administrator, I have been responsible for the evaluation of teachers and nonteaching staff and creating a culture of excellence. As a minister I have taken on the responsibility of training and teaching young ministers.

Herald and Review Top 20 under 40 in 2013

Principal of Robertson Charter School, Illinois Spotlight School award winners 6 times

Employment

Principal, Robertson Charter School, 2002-current

- Responsible for the day-to-day operation of the school
- Responsible for the evaluation of teaching and nonteaching staff
- Responsible for creating a culture of excellence

Consultant, Charter Pros Inc., 2009-current

- Responsible for designing new school ideas and mission statements
- Coaching Administrators on successful leadership skills and techniques
- Presenting National presentations on motivation and school reform
- Developing performance models that are measurable and achievable

Math Teacher, MacArthur High School 1998-2002

- Taught Practical Math, Pre-Algebra, Algebra 1-2, Geometry, and Algebra 3-4
- · Organized an afterschool tutoring program that helped athletes keep up
- Developed a drop out task force created to lower the city's dropout rate.

References

Bishop Glenn Livingston

President/CEO of Robertson Charter School CEO of Charter Pros Consulting Group

Janet Bunch

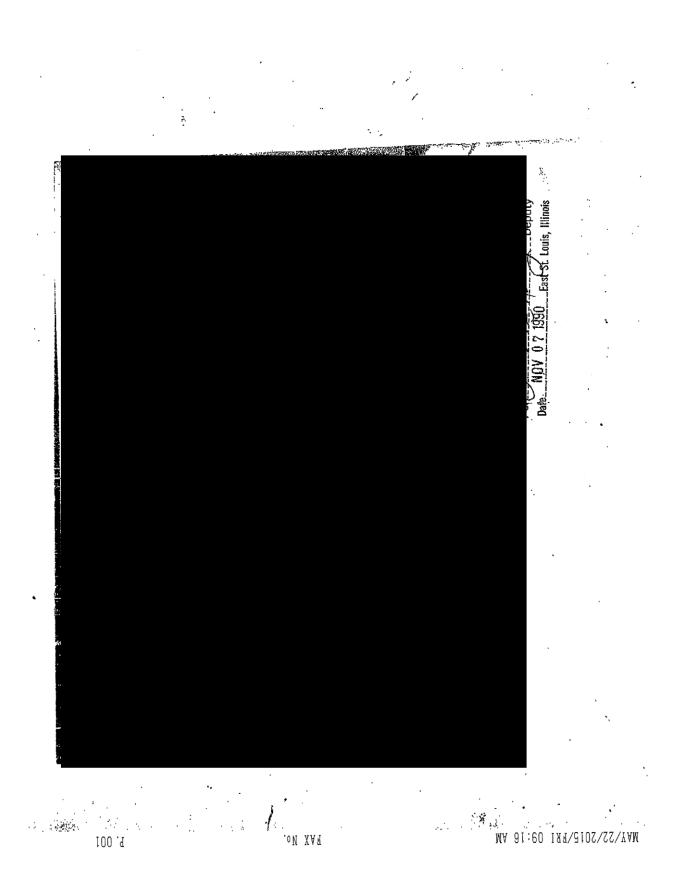
Retired Counselor, Teacher of Decatur Public Schools

Naomi McPherson

Retired Administrator, Mentor of Decatur Public Schools

Paul Seibert

Charter School Consultant, Retired Teacher



ILLINOIS STATE POLICE BUREAU OF IDENTIFICATION 260 NORTH CHICAGO STREET JOLIET, ILLINOIS 60432-4075

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THE SEARCH ROUTINE USED TO PROCESS YOUR SUBMISSION DID NOT INCLUDE AN INQUIRY INTO THE ILLINOIS STATE POLICE SEX OFFENDER REGISTRATION FILE. TO DETERMINE IF THE SUBJECT OF YOUR INQUIRY IS A REGISTERED SEX OFFENDER, PLEASE CHECK THE ILLINOIS STATE POLICE REGISTERED SEX OFFENDER INFORMATION WEB SITE AT "WWW.ISP.STATE.IL.US".

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IL 493-CINQ(06/98)

Attachment 10

Proposed Leadership / Management Team

The Principal will be recruited for his or her expertise in motivating teachers and at-risk students to excel in and out of the classroom. Experience in both secondary and post-secondary education will be a plus. Commitment and adherence to the mission of the school is mandatory. Several qualified candidates have already been identified.

To address the need for high expectations, PECCS will put a focus on hiring an exceptional administrator. This administrator will be hired with the understanding that he/she will work with its college partner and enforce the policies and standards of the college as well as the Early College Charter School. The administrator will understand that the college was here first, and the structure of PECCS will be created around the college and the expectations of the college. Commitment and adherence to the mission of the school will be a mandatory prerequisite.

Cordell Ingram has been identified as the inaugural Principal for Phoenix Early College Charter School. He meets and/or exceeds these qualifications. Mr. Ingram's qualifications, resume, professional biography, and proof of US citizenship can be found in Attachment 9 - Head of School

The board of directors of Phoenix Community Development Foundation, Inc. will be responsible for contracting the chief administrator of Phoenix Early College Charter School. The chief administrator in the first year will be the Principal. An Assistant Principal is projected for years two and beyond.

The Principal will report to the Phoenix Community Development Foundation Board of Directors.

The Principal will be responsible for creating an orderly, productive, and creative environment for the faculty and staff of Phoenix Early College Charter School.

The Principal, faculty, and staff will be jointly responsible for creating an orderly, productive, and creative environment for the students of Phoenix Early College Charter School.

The Principal will be expected to seek the advice of his or her colleagues at PECCS and to encourage cooperation among all the members of the Early College Charter School's faculty, staff, students, and community members.

The Principal will have the authority to recommend to the board of directors of Phoenix Community Development Foundation, Inc., for final approval, the hiring and firing of any faculty or staff member, consistent with the protection of an employee's civil rights, the laws of the State of Mississippi, and all provisions of the Equal Rights Laws of the United States of America. All employees will be expected to subscribe to the mission of the school. All employment will be at-will.

All employees will pass all required background checks, which will be provided by PECCS through the appropriate state and/or federal law enforcement agency(s). All academic employees will possess the minimum qualifications as prescribed by Mississippi Charter School Law. The Principal will be responsible to obtain, review, and maintain background and certification records for all academic staff.

The Principal will be responsible for the supervision and evaluation of all teachers and staff.

As the chief administrative officer of Phoenix Early College Charter School, the Principal will be responsible for the execution, or delegation of, all policy decisions established by the board of directors.

The Principal will be responsible for informing the board of directors of Phoenix Community Development Foundation, Inc., through the President of the Board, of any matters that are not in keeping with the policy and mission of Phoenix Early College Charter School and the effective education of its students.

College Liaison

A College Liaison will be appointed from the partnering college staff by the college. The Phoenix Early College Charter School Liaison / College Advisor position is critical to ensuring the success of early college students by providing advising and assessment services designed to facilitate course enrollment in the general education core. Additionally, the position will be responsible for fostering the development of positive relationships between the college partner and PECCS and bridging the gap and keeping communication lines open. Another essential understanding for this position is working within the student database system (iSTEEP / PowerSchool) to facilitate effective advising for PECCS students. The PECCS Liaison / College Advisor will be the person who communicates between the parents and the partnering college faculty.

Charter Pros, Inc.

Charter Pros, Inc. specializes in training, organizational development, and professional development services that are tailored to the individual school, its challenges, and its people. Charter Pros goal is to get schools and design teams implementing, not just planning. Charter Pros work is grounded in real educational and business issues to produce tangible, bottom line outcomes. Charter Pros uses the context of each individual organization to develop the strategies and behaviors necessary for success in today's educational environment. Charter Pros will provide on-going support for PECCS. Charter Pros services will include board development and training, back office functions (i.e. handling of all accounts receivable, accounts payable, payroll, recording of all income and expenses), staff screening and training, professional development services, marketing and public relations, and service contract negotiations. Charter Pros is the management consulting organization of Decatur's Robertson Charter School, PECCS's charter school partner.

The Charter Pros consulting team includes members of the Partnership to Uplift Communities (PUC), a network of 15 urban charter schools, based in Los Angeles, CA. Founded in 1999, they opened their first Early College Charter School in 2004 and bring 11 years of ECCS experience to the development and operation of Phoenix Early College Charter School.

It is the goal of PECCS for the School Leader to begin work January 5, 2016. The Board will also hire a secretary in January of 2016.

The interviewing process for College Counselor will begin in May of 2018 and will begin work on July 9, 2018.

Guidance Counselor

Job Description

As a member of a highly motivated and dedicated team of educators, the High School Counselor/Academic Advisor provides academic advisement to high school students for high school/college programs and conducts recruitment activities. This position assists students in identifying and understanding issues and procedures related to their education objectives. The position guides students in their college search and selection and ensure all students are on track for graduation and to attain college credit hours.

Education

Masters Degree in School Counseling or related area

Responsibilities and Duties:

- Provides academic advisement, career information and guidance activities, educational/degree planning, course selection, and related support services for the programs offered by the school
- Assists students and teachers to locate career information related to students' interests and aptitudes, or demonstrates use of files, shelf collections, and other information retrieval systems
- Make presentations to parent and other groups to publicize educational opportunities and activities of the school
- Provides new student group advisement
- Serve as liaison with the college to assure students are attending classes regularly
- Assists students with the transfer of courses

Growth and Development

- Help students assess and enhance their study methods and habits
- Sponsor outside activities approved by the school principal
- Serve as an example for students
- Support mission of Charter

Communication

- Establish communication rapport with parents, students, principals and teachers through conferences
- © Create and maintain a professional relationship with colleagues, students, parents and community members
- Present information accurately through clear communication skills

Professional

- Enrich job skills through professional development activities
- Adhere to ethical standards and best practices of state and national school counselor associations

Other

- Gather, manage and file all reports, records and other documents required
- Be active in faculty meeting and assist in staff committees as necessary

Additional Job Related Duties:

Maintain control in stressful situations

- Extended hours may be required
 Attend Parent and Teacher Organization (PTO) and Board meetings as needed
 Perform other duties as assigned

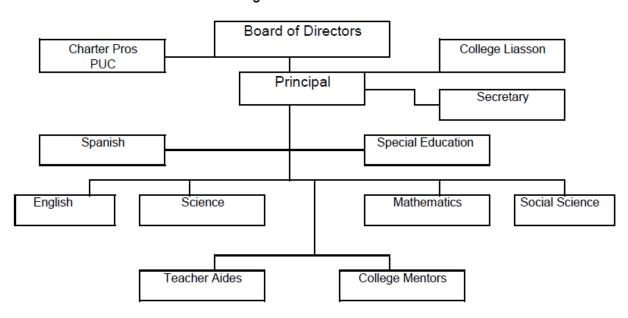
Position Type: Full-time **Positions Available:** 1

Attachment 11

Organizational Charts

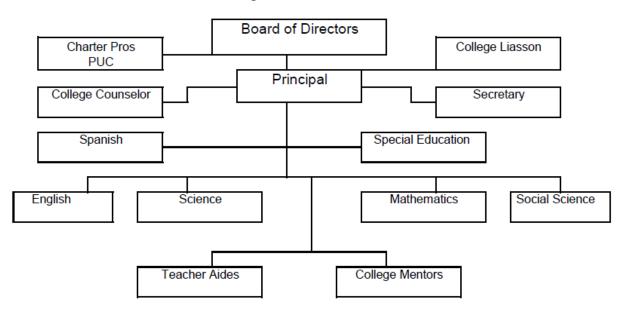
Year One

Phoenix Early College Charter School Organizational Chart



Year Two and Ongoing

Phoenix Early College Charter School Organizational Chart



As a small school, these charts reflect the organizational structure from startup throughout the term of the charter. Post-secondary staff in years three and ongoing will be that of the community college.

They will report through the College Liaison.

Attachment 12

Board Documents

BY-LAWS

OF

PHOENIX PROJECT: COMMUNITY DEVELOPMENT FOUNDATION

ARTICLE I.

IDENTIFICATION

SECTION 1. Name

This organization shall be known as the Phoenix Project: Community Development Foundation and will be herein-after referred to as the "Foundation". This organization is classified as a Public Charity, Community Development Corporation or "CDC". The Foundation shall and continuously maintain its domicile and principal office in Fayette, Mississippi.

SECTION 2. Existence

The Foundation exists through its incorporation in the state of Mississippi and the United States of America, as provided by the laws of the state of Mississippi and the United States of America. The powers of this corporation shall be as stated in its articles of incorporation as amended from time to time, and as provided by the laws of the state of Mississippi, under which the corporation was organized.

SECTION 3. Mission

The purpose(s) and mission of this Foundation are:

- A. To establish, maintain, and carry on a program of economic, social, cultural, and educational development in Southwest Mississippi; to buy, own, lease, sell or otherwise deal in real estate, including the acquisition and development of industrial/warehouse sites, national or regional corporate headquarters/offices, erection and construction of buildings and other improvements; to lend or grant the capital funds of the Foundation to any legal entity engaged in Southwest Mississippi in any business of manufacturing, custom processing, warehousing, or related commerce.
- B. To borrow or raise money for any purpose of this Foundation and to evidence any of its loans by the issuance of promissory notes, bills of exchange or other negotiable or transferable instruments; to make, accept, endorse, execute or issue debentures and other obligations from time to time for the purchase of property or for any other purpose in or about the business of the Foundation and to secure the payment of any such obligation by encumbrances upon the property of the Foundation and by loan, pledge, deed of trust or otherwise, all as provided by the laws of the state of Mississippi; and
- C. To develop, prepare, and submit grant proposals to public and private foundations, government agencies and corporations for the purpose of securing funding in the way of grants and loans for community projects on behalf of community based organizations and very-low and low income individuals; and
- D. To award grants, scholarships and loans to community based organizations and individuals to support community projects. To also administer and monitor grant funds received from public and private funders and government agencies; and
- E. To provide safe, suitable and sanitary housing for very-low and low income residents of Southwest Mississippi; and
- F. To do each and everything necessary, suitable and proper for the accomplishment of any of the aforementioned purposes for the attainment of any one or more of the obligations herein enumerated, or which at any time shall appear conducive or expedient to the protection and benefit of the Foundation, and in general, to carry on any lawful business necessary to the

attainment of the purposes of this Foundation within the powers herein granted and those granted specifically by the laws of the state of Mississippi.

ARTICLE II.

MEETINGS

SECTION 1. Meeting Times

The annual meeting of the Board of Directors of the Foundation shall be held on the first Saturday in the month of June in each year, at the hour of 10 o'clock A.M., or at such other time on such other day within the months of April, May or June as shall be fixed by the Board of Directors, for the purpose of electing directors and for the transaction of such other business as may come before the meeting. If the day fixed for the annual meeting shall be a legal holiday in the state in which the meeting is to be held, such meeting shall be a legal holiday in the state in which the meeting is to be held, such meeting shall be held on the next succeeding business day. If the election of directors shall not be held on the day designated herein or determined in the manner provided herein for any annual meeting of the stockholders, or at any adjournment thereof, the Board of Directors shall cause the election to be held at a special meeting as soon thereafter as conveniently may be.

SECTION 2. Special Meetings

Special meetings of the Foundation may be called at any time by the Chairman of the Board, or any member of the Board of Directors.

SECTION 3. Notice of Meetings

Written notice of the time and place of every annual or special meeting of the Foundation shall be given at least **ten** (10) but not more than **sixty** (60) days previous to such meetings by personal delivery to the board member of a copy of such notice or by mailing a copy of such notice addressed to the board member at his post office address as the same shall appear on the

record of board members of the Foundation or, if he/she shall have filed with the Secretary of the Board of Directors a written request that notices to him/her be mailed to him/her at some other address, then addressed to him/her at such other address; provided, however, that notice of any meeting to take action on a proposed merger or consolidation of the Foundation or on a proposed sale of all or substantially all of the assets of the Foundation shall be given at least twenty (20) but not more than sixty days (60) prior to such meeting. Notice of a special meeting of the Board of Directors shall also state the purpose or purposes for which the meeting is called. Each notice of a special meeting of the Board of Directors shall indicate that it has been issued by or at the direction of the person or persons calling the meeting. Notice shall be deemed given when deposited, postage prepaid, in a United States post office or official depository. A written waiver of notice signed by the board member entitled to notice, whether before or after the time stated therein, shall be deemed equivalent to notice. Attendance of a board member at a meeting shall constitute a waiver of notice of such meeting, except when the board member attends a meeting for the express purpose of objecting, at the beginning of the meeting, to the transaction of any business because the meeting is not lawfully called or convened. Neither the business to be transacted at, nor the purpose of, any regular or special meeting of the Board of Directors need be specified in any written waiver of notice.

SECTION 4. Place of Meeting

Every annual meeting of the Board of Directors shall be held at such place within or without the State of Mississippi as may be determined by the Board of Directors and stated in the notice of any such meeting, and every special meeting shall be held at such place within or without the State of Mississippi as may be stated in the notice of such special meeting.

SECTION 5. Board Meetings Business

No business shall be transacted at any special meeting of the Board of Directors except that business which related to the purpose or purposes set forth in the notice of the meeting.

SECTION 6. Quorum

At each meeting of the Foundation there shall be present in person, the majority of the members of the Board of Directors of the Foundation entitled to vote thereat in order to constitute a quorum. Any meeting of the Board of Directors at which a quorum is not present may be adjourned from time to time to some other time without any new notice other than an announcement at the meeting by the votes cast in person which are cast on a motion to adjourn, Phoenix Early College Charter School

provided, however, that if any adjournment is for more than **thirty days** (30), notice of the adjourned meeting shall be given to each board member of record entitled to vote at the meeting.

SECTION 7. Proxy Vote

At all meetings of the Board of Directors, absent board members entitled to vote thereat may not vote by a proxy, all votes by Foundation Board Members must be performed in person or any other acceptable means.

ARTICLE III.

DIRECTORS

SECTION 1. Voting Power

The business and affairs of the Foundation shall be managed by and under the direction of the Board of Directors. Except as otherwise provided by law and except as hereinafter otherwise provided for filling vacancies, the directors of the Foundation shall be entitled to vote at the annual and special meetings of the Board of Directors, to hold office until the expiration of the term for which he/she is elected and until his/her successor has been elected and qualified or until his/her earlier resignation or removal.

SECTION 2. Meetings

An annual meeting of the Board of Directors shall be held after each annual election of directors. If such election occurs at an annual meeting of the Foundation, the annual meeting of the Board of Directors shall take place as soon after such written consent is duly filed with the Foundation as is practicable.

SECTION 3. Special Meetings

Special meetings of the Foundation shall be called at any time by the Secretary of the Board at the direction of the Chairman of the Board, or a majority of the Board of Directors.

SECTION 4. Written Notice of Meetings

Written notice of each special meeting of the Board of Directors shall be given to each member thereof specifying the time and place of the meeting. Notice shall be given by first class mail, email, telephone, telegram, fax, or personal service. At least forty-eight (48) hours' notice must be given by telephone, telegram, fax, or personal service when less than six (6) days' notice is given. If notice to a director is given by mail, the notice shall be directed to him at the address designated by him for the purpose, or, if none is designated, at his last known address, and shall be deemed given when deposited, postage prepaid, in a United States post office. If notice to a director is given by e-mail, telegram or fax it shall be directed to his last known address and, in the case of notice by telegram, shall be deemed given when received by the communications A written waiver of notice signed by the director entitled to notice, whether before or after the time stated therein, shall be deemed equivalent to notice. Attendance of a director at a meeting shall constitute a waiver of notice of such meeting, except when the director attends a meeting for the express purpose of objecting, at the beginning of the meeting, to the transaction of any business because the meeting is not lawfully called or convened. Neither the business to be transacted at, nor the purpose of, any regular or special meeting of the directors need be specified in any written waiver of notice.

SECTION 5. Meeting Location

Except for meeting(s) held after an annual meeting of the Board of Directors, meetings of the Board of Directors shall be held at such place as may be specified in the notice thereof, or, if no place is specified in the notice, at such other place or places as the Board of Directors may from time to time fix thereof.

SECTION 6. Participation in Meetings

Members of the Board of Directors may participate in a meeting of the Board by means of personal attendance, conference telephone or similar communications equipment by means of which all people participating in the meeting can hear each other. Participation in a meeting pursuant to this section shall constitute presence in person at such meeting.

SECTION 7. Quorum

A majority of the total number of directors shall be necessary to constitute a quorum for the transaction of business and the act of the majority of the directors present at a meeting at which a quorum is present shall be the act of the Board of Directors. Any regular or special meeting of the Board at which a quorum is not present may be adjourned from time to time to some other place or time or both by a majority of the directors present without any new notice other than an announcement at the meeting.

SECTION 8. Committees

The Board of Directors may, by resolution passed by a majority of the whole Board, designate one or more committees, each committee to consist of one (1) or more of the directors of the Foundation. The board may designate one (1) or more directors as alternate members of any committee, who may replace any absent or disqualified member at any meeting of the committee. Any such committee, to the extent provided in the resolution of the Board of Directors and to the extent permitted by law, shall have and may exercise all the powers and authority of the Board of Directors in the management of the business and affairs of the Foundation, and may authorize the seal of the Foundation to be affixed to all papers which may require it; but no such committee shall have the power or authority to (i) amend the certificate of incorporation, (ii) adopt an agreement of merger or consolidation,(iii) recommend to the board members the sale, lease or exchange of all or substantially all of the Foundation's property and assets, (iv) recommend to the board members a dissolution of the Foundation or a revocation of a dissolution, or (v) amend the by-laws of the Foundation. Such committee or committees shall have such name or names as may be determined from time to time by resolution adopted by the Board of Directors.

SECTION 9. Action Taken Without Board Meeting

Any action required or permitted to be taken at any meeting of the Board of Directors may be taken without a meeting if all members of the Board consent thereto in writing and the writing is filed with the minutes of proceedings of the Board of Directors.

SECTION 10. Number of Board Members

The Board of Directors of the Foundation shall consist of not less than **three** (3) nor more than **fifteen** (15) members, the exact number of Directors to be determined from time to time by resolution adopted by affirmative vote of a majority of the Foundation Board of Directors.

SECTION 11. Board Compensation

Directors may receive compensation for services to the Foundation in their capacities as directors or otherwise in such manner and in such amounts as may be fixed from time to time by resolution of the Board of Directors.

ARTICLE IV.

OFFICERS

SECTION 1. Board of Director Officers

The Board of Directors, at the annual meeting thereof, shall appoint a Chairman of the Board, a Vice-Chairman, a Treasurer, and a Secretary. The Board may at any time appoint one (1) or more Vice Chairmen, Assistant Treasurers and Assistant Secretaries. Each such officer shall serve from time of his/her appointment until a successor shall be chosen and qualified or until his earlier resignation or removal. The compensation of the officers shall be fixed by the Board of Directors.

SECTION 2. Chairman of the Board

The Chairman of the Board shall preside at all meetings of the Board of Directors. He/she shall be the Executive Director and Chief Operating Officer of the Foundation, subject to the Board of Directors, shall have the general control and management of the business and affairs of the Foundation. In general, he/she shall perform all duties incident to the office of the Chairman of the Board and such other duties as may from time to time be assigned to him/her by the Board of Directors.

SECTION 3. Vice-Chairman

The Vice-Chairman of the Board shall be the Deputy Director of the Foundation and, subject to the Board of Directors and the Chairman of the Board/Executive Director. He/she shall see that all orders of the Chairman of the Board/Executive Director are carried into effect, and shall perform all other duties necessary to his office or properly required of him/her by the Board or the Chairman of the Board/Executive Director.

SECTION 4. Board Secretary

The Secretary of the Board shall have custody of the seal of the Foundation. He/she shall keep the minutes and all official records of the Board of Directors and shall attend to the giving and

serving of all notices of the Foundation. He/she shall have charge of Foundation records and such other books and papers as the Board may direct; and he/she shall perform such other duties as may be incidental to his/her office or as may be assigned to him/her by the Board of Directors. During the absence or disability of the Secretary, or during a vacancy in the office of Secretary, the Assistant Secretary with the greatest seniority shall perform the duties and have the powers of the Secretary.

SECTION 6. Board Treasurer

The Treasurer shall have the care and custody of the funds and securities of the Foundation and shall deposit the same in the name of the Foundation in such banks or banks as the Board of Directors may determine. The Treasurer shall also have the care and custody of the Foundation's books of account and he/she shall be responsible for the general and cost accounting functions of the Foundation. During the absence or disability of the Treasurer, or during a vacancy in the office of Treasurer, the Assistant Treasurer with the greatest seniority shall perform the duties and have the powers of the Treasurer.

ARTICLE V.

RESIGNATIONS, REMOVALS, VACANCIES

SECTION 1. Resignation of Board Member

Any director or officer may resign his/her office at any time, such resignation to be made in writing and to take effect from the time of its receipt by the Foundation, unless some future time be fixed in the resignation and in that case from that time. The acceptance of a resignation shall not be required to make it effective. Nothing herein shall be deemed to affect any contractual rights of the Foundation.

SECTION 2. Removal of Board Member

Any officer may be removed with or without cause at any time by the Board of Directors. Any employee of the Foundation may be removed at any time by the Board of Directors or by an officer. The removal of an officer or employee without cause shall be without prejudice to his/her contractual rights, if any. The election or appointment of an officer or employee shall not of itself create contractual rights.

SECTION 3. Board Vacancy

Any vacancy or newly created directorship on the Foundation Board of Directors may be filled by a majority vote of the Directors then in office.

ARTICLE VI.

CHECKS, DRAFTS AND NOTES

The Chairman of the Board and the Treasurer or any officer(s) designated by Resolution of the Board of Directors shall sign all checks and drafts necessary to be drawn and may accept any drafts drawn upon the Foundation in due course of business. No check or draft shall be endorsed by the Foundation and no promissory note, bond, debenture or other evidence of indebtedness shall be made, signed, issued or endorsed by the Foundation unless signed by the Chairman of the Board and Treasurer or any officer(s) designated under powers given by a resolution of the Board of Directors except that any officer may endorse for collection or deposit only, expressly stating the purpose of such endorsements, checks, drafts and promissory notes to the order of the Foundation.

ARTICLE VII.

SEAL

The seal of the Foundation shall be in the custody of the Secretary. It shall be circular in form and shall have engraved upon it the name of the Foundation arranged in a circle and the words and figures 'Incorporated 1998 Mississippi' across the center of the space enclosed.

ARTICLE VIII

FISCAL YEAR

The fiscal year of the Foundation will begin October 30th of each year. Accounting year will begin January 1 of each year.

PHOENIX PROJECT COMMUNITY DEVELOPMENT FOUNDATION

CONFLICTS OF INTEREST POLICY

Statement of General Policy. This policy recognizes that it is natural for both actual and apparent conflicts or dualities of interest to sometimes occur in the course of conducting the daily affairs of Phoenix Project Community Development Foundation ("the Foundation"). A conflict or duality of interest refers here only to personal or proprietary interests of the persons covered by this policy and their immediate families and not to philosophical or professional differences of opinion. Conflicts or dualities of interest will occur because the many persons associated with the Foundation should be expected to have, and do in fact generally have, multiple interests and affiliations and various positions of responsibility within the Foundation community. Sometimes a person will owe identical duties to two or more organizations having similar activities.

Conflicts or dualities of interest are to be avoided because they potentially or apparently place the interests of others ahead of the Foundation's obligations to its overall purposes and to the public interest. Conflicts or dualities of interest are likewise undesirable because they often reflect adversely upon the persons involved and upon the institutions with which they are affiliated, regardless of the actual facts or motivations of the parties. However, it is decidedly not in the long-range best interests of the Foundation to terminate or cease all association with persons who may have actual or apparent conflicts or dualities of interest if there is a prescribed and effective method of rendering such conflicts harmless to all concerned.

It shall be the policy of the Foundation, therefore, not to preclude all dealings with those having actual or apparent conflicts or dualities of interest, but in keeping with Mississippi law relative to not-for-profit organizations to require that they be disclosed promptly and fully to all necessary parties whenever they occur.

<u>Coverage of this Policy.</u> This policy shall apply to all members of the Board of Directors and all the Foundation officers, to designated compensated agents, and to designated employees of the Foundation, and also to designated independent contractor providers of services and materials. In the selection of vendors with whom the Foundation will transact business, these parties shall:

(A) Be prohibited from interfering with the selection of vendors.

(B)	Be prohibited from insinuating that financial support is or might be dependent
	on a specific choice of vendor.

(C)	Be prohibited from publicly communicating confidential information when such
	communication is the legitimate and sole prerogative of the Foundation.

(D) Recognize that individuals may have a vendor relationship with the Foundation and that this relationship may be in the best interests of the Foundation subject to the additional understanding that the vendor relationship will be subject to continuing review and that these vendor relationships will be severed when they are no longer in the best interest of the Foundation.

<u>Disclosure of all Conflicts.</u> All members of the Board of Directors and all officers, designated agents and designated employees of the Foundation, and also designated independent contractor providers of services and materials, shall disclose all actual or apparent conflicts or dualities of interest which they discover or have brought to their attention in connection with the Foundation's activities. "Disclosure" as used in these bylaws shall mean providing promptly to the appropriate persons a description of the facts comprising the actual or apparent conflict or duality of interest and, in the case of directors of the Foundation, all material facts concerning any transaction or arrangement in which the director has a direct or indirect interest. Disclosure of conflicts or dualities of interests shall be made to the full board of directors.

<u>Proscribed Activity by Persons Having Conflicts.</u> Where an individual director, officer, agent, employee or independent contractor believes that he or she or a member of his or her immediate family might have or does have an actual or apparent conflict or duality of interest, such person shall, make the disclosure required above and also abstain from making motions, voting, executing agreements, or taking any other similar direct action on behalf of the Foundation where the conflict or duality of interest might pertain by law, agreement, or otherwise. Directors who have declared actual or apparent conflicts or dualities of interest are encouraged, when abstaining from voting, to restate the disclosure for the minutes.

Statement of Assurances

- x The applicant shall be an equal opportunity employer and shall perform to all other applicable requirements; accordingly, the applicant shall neither discriminate nor permit discrimination in its operation or employment practices against any person or group of persons on the grounds of race, color, religion, national origin, disability, or sex in any manner prohibited by law. Further, the applicant agrees to comply with the Civil Rights Acts of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, the Americans with Disabilities Act of 1990, and the No Child Left Behind Act of 2001.
- X The applicant shall not limit admission based on ethnicity, national origin, religion, gender, income level, disabling condition, proficiency in the English language, or academic or athletic ability, except as otherwise provided by Mississippi Code § 37-28-23.
- X The underserved student composition of the proposed charter school's enrollment collectively will reflect that of students of all ages attending the school district in which the charter school is located, to be defined as being at least eighty percent (80%) of that population.
- X The applicant must enroll all students who wish to attend the school unless the number of students exceeds the capacity of a program, class, grade level or building.
- X The applicant will not engage in any sectarian practices in its educational program, admissions, or employment policies or operations.
- X The applicant may not discriminate against any student on the basis of national origin, minority status, or limited proficiency in English. Consistent with federal civil rights laws, the applicant must provide limited English proficient students with appropriate services designed to teach English and the general curriculum.
- X The applicant will not charge tuition.
- X The applicant will provide a transportation plan for students attending the proposed charter school.
- X The applicant will abide by all civil rights and health and safety requirements applicable to non-charter public schools, except as otherwise provided by Mississippi Code § 37-28-1 et seq.
- X The proposed charter school will be subject to, at a minimum, the student assessment and accountability requirements applicable to non-charter public schools in the state.
- X The applicant agrees to abide by the following state statutes:
 - a. Mississippi Code § 25-41-1 et seq;
 - b. Mississippi Code § 25-61-1 et seq;
 - c. Mississippi Code § 37-3-51;
 - d. Mississippi Code § 37-3-53;
 - e. Mississippi Code § 37-11-18;
 - f. Mississippi Code § 37-11-18.1;
 - g. Mississippi Code § 37-11-19;
 - h. Mississippi Code § 37-11-20;
 - i. Mississippi Code § 37-11-21;
 - j. Mississippi Code § 37-11-23;
 - k. Mississippi Code § 37-11-29 and 37-11-31;
 - I. Mississippi Code § 37-11-67;
 - m. Mississippi Code § 37-13-3;
 - n. Mississippi Code § 37-13-5 and 37-13-6;

- o. Mississippi Code § 37-13-63(1);
- p. Mississippi Code § 37-13-91;
- q. Mississippi Code § 37-13-171(2) and (4);
- r. Mississippi Code § 37-13-173;
- s. Mississippi Code § 37-13-193;
- t. Mississippi Code § 37-15-1 and 37-15-3;
- u. Mississippi Code § 37-15-6;
- v. Mississippi Code § 37-15-9;
- w. Mississippi Code § 37-15-11;
- x. Mississippi Code § 37-16-1, 37-16-3, 37-16-4, and 37-16-9; and
- y. Mississippi Code § 37-18-1.
- X The applicant will comply with all applicable federal laws, rules, and regulations regarding qualification of teachers and other instructional staff.
- X The applicant will abide by criminal history record checks and fingerprinting requirements applicable to employees of other public schools for teachers and other school personnel, members of the governing board, and education service provider employees. The applicant further agrees that the criminal record information and child abuse registry checks will be on file at the proposed charter school for any new hires applying for employment.
- X The applicant agrees to terminate any teacher or administrator for committing one or more of the following acts:
 - z. Engaging in unethical conduct relating to an educator-student relationship as identified by the Mississippi Charter School Authorizer Board;
 - aa. Fondling a student as described in Mississippi Code § 97-5-23 or engaging in any type of sexual involvement with a student as described in Mississippi Code § 97-3-95; or
 - bb. Failure to report sexual involvement of a charter school employee with a student as required by Mississippi Code § 97-5-24.

X The applicant agrees that it shall certify its student enrollment to the Mississippi Department of Education for the purpose of state funding in the same manner as school districts.

- X The applicant agrees to adhere to generally accepted accounting principles.
- X The applicant agrees to disclose publicly all sources of private funding and all funds received from foreign sources, including gifts from foreign governments, foreign legal entities and domestic entities affiliated with either foreign governments or foreign legal entities. The term "foreign" means a country or jurisdiction outside of any state or territory of the United States.
- X The applicant assures that it possesses legal authority to apply for and to receive a charter.

I, the undersigned, am an authorized representative of the charter school applicant and do hereby certify that the information submitted in this application is accurate and true to the best of my knowledge and belief. In addition, I do hereby certify to the assurances contained above.

Name:	Walter Huston				
	Walter Auston	05	20	2015	
*	Signature			Date	

Attachment 13

Board Member Documents





EXPERIENCE

Consultant

Owner of Consulting Firm specializing in grant/proposal writing, business plans, marketing/feasibility studies, economic needs analysis, seminars and workshops for communities, businesses, churches and individuals. **Phoenix Development Corporation**, **Fayette**, **MS. 2009 - Present**.

Land Use Planner

Assisted City Residents, City Officials and City Regulatory Boards in the Planning Department by providing information related to zoning regulations and city ordinances designed to promote efficient land use in Natchez, Mississippi. Presented case reports to City Planning Commission related to: Variances, Site Plan Reviews, Subdivisions and Zoning Issues. Served as Interim City Planner in 2006 and 2007. Member of American Planning Association. City of Natchez Planning & Zoning Department. Natchez, MS. 2006 - 2009.

Resource Development Consultant

Identified financial resources, submitted proposals to foundations to secure program funding, solicited financial donations from individuals and businesses.

Boys & Girls Club of the Miss-Lou/Jefferson County Unit. 2005.

Plans Grant Analyst

Performed technical review of proposals received from community groups seeking funding; assisted in reviewing and compiling RFP's for distribution; performed grant writing duties for department and provided technical assistance to non-profit organizations. City of Jackson, MS Department of Human and Cultural Services, Jackson, MS. 2001.

Economic Development Director

Created and managed Economic/Community Development and Grant Writing Department for County. Duties performed involved job recruitment/retention and program development/research. **Jefferson County Economic Development District, Fayette, MS. 1999-2000.**

City Planner

Performed economic needs analysis, compiled community resource inventory, served as community liaison between city and local community, performed grant writing services. **City of Fayette, MS. 1996-1997.**

Non-Profit Director

Executive Director and founder of non-profit organization in Jefferson County, MS. Emphasis on Economic/Community Development matters. **Phoenix Project: Community Development Foundation, Fayette, MS. 1995-Present.**

Small Business Owner:

Owner and Manager of Video Rental Store. Phase One Video, Fayette, MS. 1988-1994.

OTHER EXPERIENCE

Coordinated Fundraising Program; raising initial \$25,000 to locate Boys & Girls Club in Jefferson County, MS. 2005.

Grantwriter; Submitted proposals and received over \$1 million dollars in funding for economic and community development projects. Phoenix Project: Community Development Foundation. 1992-2008.

Leadership Training Program Director:

Director and Lead Instructor of **LEADERSHIP JEFFERSON**, adult community leadership program for Jefferson County residents. **Phoenix Project: Community Development Foundation. 2001.**

Community Retreat Organizer:

Coordinated 1st Community Retreat for elected and appointed officials of Jefferson County. **Jefferson County Economic Development District. 2000.**

Competitive Community Program Participant:

Completed **Jefferson County Competitive Community Program**. This program involved community leadership training and community enhancement techniques for Jefferson County residents. **Mississippi Department of Economic and Community Development**. 1996-1997.

Leadership Training Program:

Graduate of **PRO-MS Leadership Training Program**. This program was conducted over a 15 month period and was designed to train and identify individuals to work as community leaders in their own communities throughout Mississippi. **Kellogg Foundation. 1991-1992**.

Military Veteran:

Served four (4) years in the United States Navy as a Communications Specialist. Duty stations: HQ AFSOUTH Naples, Italy (NATO Base) and COMCRUDESGRU EIGHT, (Admiral Staff), Norfolk, VA. 1976-1980.

EDUCATION

MPA Program Student, University of Phoenix. 2011.

Bachelor of Science, History/Criminal Justice, University of Southern Mississippi. 1986.

Associate of Science, General Studies, Copiah-Lincoln Community College, Natchez, MS. 1983.

Completed Sessions I and II at the **Economic Development Institute** at **Norman, Oklahoma and San Diego, California. 1999**.

Completed Sessions I at the Community Development Institute at Conway, Arkansas. 2000.

Graduate of New South Economic Development Course conducted at the University of Southern Mississippi, Hattiesburg, MS. 1998.

AWARDS / HONORS

Selected for Outstanding Young Man in America, 1987.

Honors Graduate, University of Southern Mississippi, 1986.

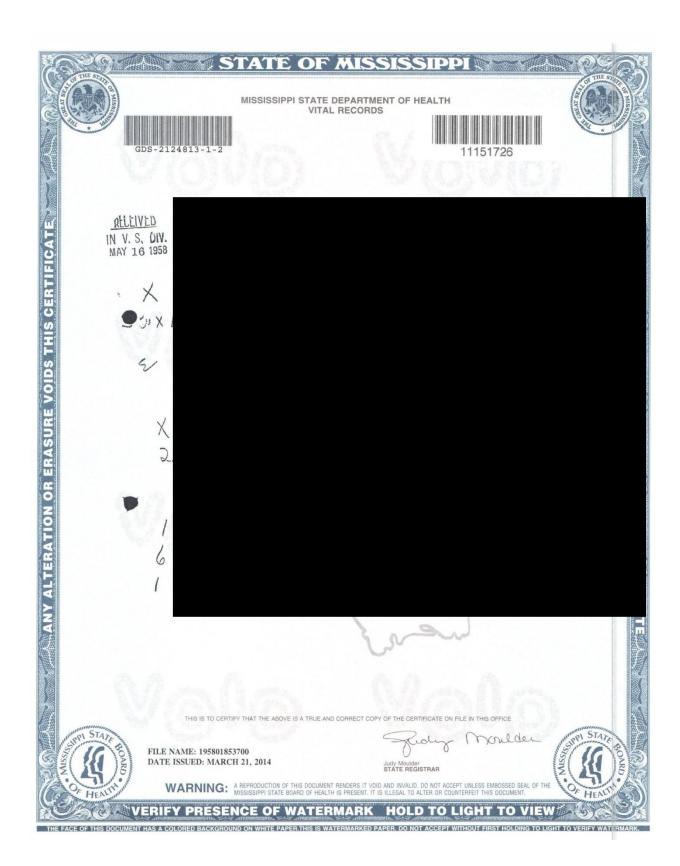
Selected for Who's Who in American Colleges and Universities, 1985

Nominated for Sailor of the Year at HQ AFSOUTH, Naples, Italy. 1978

Honors Graduate, Jefferson County High School, Fayette, MS. 1976

REFERENCES

Supplied upon request.



Board Member Information Form

To be completed individually by each proposed charter school board member.

All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development; and to identify any potential conflict of interest you may have as a board member.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, a background check, and (if applicable), appropriate academic data.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

1.	Name of charter school on whose of Directors you intend to serve	Phoenix Early College Charter School
2.	Full name	Walter Huston
	Home Address	
	Business Name and Address Phone Number	
	E-mail address	
\boxtimes	Resume and professional bio are attached Resume and professional bio are attached	elsewhere in the application (specify).
3.	Indicate whether you currently or charter school, a non-public school Yes No	have previously served on a board of a school district, another I or any not-for-profit corporation. If yes, explain.
4.	Indicate whether you currently or ANY school, regardless of type (ch required academic data. Yes No	have previously served as the leader or on the leadership team of arter/traditional/private, etc.). If yes, explain and attach the
	Academic evidence is attached here subgroup, for every school under your cu	as required. (Should include annual student achievement data, disaggregated by rent or prior management.)
5.	about the educational system i	poard of the proposed charter school? I am very concerned in Adams County. The establishment of a charter school will by to receive needed educational assistance.

- 6. What is your understanding of the appropriate role of a public charter school board member? A board member of a public charter school must be dedicated to ensuring that the charter school operates in a proficient manner to provide optimum educational services to enrolled students and the community.
- 7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. I have personally served on a number of appointed boards and I am very familiar with board leadership requirements. At the present time I serve as Executive Director of a 501 (c) (3) that stresses educational achievement as a primary factor in community growth.
- 8. Describe the specific knowledge and experience that you would bring to the board. My experience as an Economic and Community Development Professional will be invaluable to the board in establishing direction for this charter school. Growing communities and job recruitment relies on a strong educational foundation for residents, both young and old, within the community.

School Mission and Program

- What is your understanding of the school's mission and guiding beliefs? The mission of the Phoenix Early College Charter School is to provide an alternative path for educational achievement and skill mastery for students in the 9th through 12th grades.
- What is your understanding of the school's proposed educational program? Phoenix Early College Charter School will offer students from grades 9th through 12th the opportunity to gain college credit hours and realistic workforce skills.
- 3. What do you believe to be the characteristics of a successful school? The main goals of a successful school are: (1) foster a sense of learning and achievement in all students and (2) Administrators students and teachers must all strive for the same goals.
- 4. How will you know that the school is succeeding (or not) in its mission? The main indicator of success for a school is the percentage of students graduating, the number of students seeking enrollment at the school, and the perception of the quality instruction received by the students.

Governance

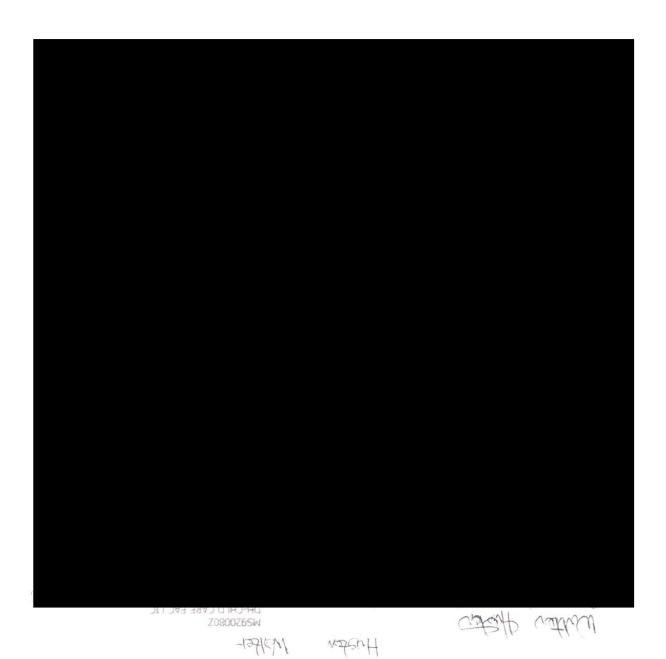
- Describe the role that the board will play in the school's operation. The board of directors of The Phoenix Early College Charter School will oversee all aspects of the school's operation. The duties of the board of directors will include personnel selection, curriculum determination, and financial management of the school.
- 2. How will you know if the school is successful at the end of the first year of operation? The Phoenix Early College Charter School will have a long waiting list of students seeking entry. The students attending the school will demonstrated noteworthy educational achievement rates and the school will have the necessary financial resources for program and capital expansion.

3.	How will you know at the end of four years of the school is successful? The Phoenix Early College Charter School will have 95% of graduates entering college after four years of operation. The school will be a viable institution in the Adams County community that is known for superior academic performance and quality instruction.	
4.	What specific steps do you think the charter school board will need to take to ensure that the school is successful? The charter school board must address all situations regarding school operations, student academic performance and instructor competency. These are the main items that will be addressed on a frequent basis to ensure that the school meets all requirements to be successful.	
5.	How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school? I would immediately inform the board members of the unethical actions and request that the board take all necessary actions to remove these board members from the school's board of directors.	
6.	If your school intends to contract with a third-party ESP: a. Summarize your involvement in the selection process; b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and c. Indicate whether you have been involved in the review/negotiation of the management agreement.	
	Disclaration	
1.	Disclosures Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship. ☐ I/ we do not know these individuals ☑ Yes The nature of the relationship is professional.	
2.	Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship. I / we do not know any such employees Yes	
3.	Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. I / we do not know any such persons Yes	
4.	Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business Yes	
5.	If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship. Not applicable because the school does not intend to contact with an education service provider.	

or school management organization. I / we do not know any such persons	Yes
6. If the school contracts with an education service or other immediate family members have a direct or management interest in the provider. For any N/A. □ I/ we have no such interest □ Ye	t or indirect ownership, employment, contractual interest indicated, provide a detailed description.
7. If the school plans to contract with an education other immediate family member anticipate cond provider. If so, indicate the precise nature of the N/A I/we or my family do not anticipat	ucting, or are conducting, any business with the business that is being or will be conducted.
8. Indicate whether you, your spouse or other imm employee, partner or member of, or are otherwipartnering with the charter school. To the exten prior items, you may so indicate. Does not apply to me, my spouse or family	se associated with, any organization that is tyou have provided this information in response to
 Indicate any potential ethical or legal conflicts of you serve on the school's board. None Yes 	interests that would, or are likely to exist should
Certification of the control of the	uest to members of the general public. I will hold the tees, officers, employees or authorized agents
I hereby certify that the information contained in thi knowledge and, if the proposed charter school is appropriate school at which I will serve of any change the all required documents.	proved, agree to notify the chair of the board at the
Name: Walter Huston	
Walter States	May 17, 2015
Signature	Date

1-783 (Rev. 5-15-2013)		O.HDHI DEWE	
PRIVACY ACT STATEMENT. The PHI's acquisition, retension, and sharing of information submitted on this term is generally fell with a minimum of destribution gots to permit an accurate and timely search of comman in tubure to provide the information may affect the completion of your minimum. The information of the first indicated and all appeared a formation of your minimum. The information is a complete or a first and all appeared a formation of your minimum.			
Applicant Information Denotes Required Fields	Pirst Name Walter		
Day for Peanest			
	enge information on your record	☐ Adoption of a child in the U.S.	
International adoption Live	work, or travel in a foreign country	Other	
* APPLICANT SIGNATURE WALLEY	uslen	DATE 05/20/2015	
Mail the signed applicant information form, fingerprist ea	and, and payment of \$1811.8 dollars not	ie tellowing address	
	CJIS Division - Record Request 1000 Custer Hollow Road arksburg, West Virginia 26306		

You may request a copy of your own identification record to review it or obtain a change, correction, or an update to the record.



Phoenix Early College Charter School

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I. EDUCATION:

A. <u>Elementary and High School</u>

Received Elementary and High School Education at Jefferson High School (formerly Liddell Elementary and High School), Fayette, MS

B. College

Attended Jackson State University, Jackson, Mississippi (1971) received the Bachelor of Science Degree with a major in Special Education, a minor in Elementary Education and Psychology.

C. <u>Graduate Work</u>

Attended Alcorn State University, Lorman, Mississippi (1980) received a Master Degree in Special Education Mental Retardation and Emotional Disturbance. Attended Mississippi State University, Mississippi State, Mississippi (1981) received a Psychometrist Certification. Attended Northwestern State University, Natchitoches, Louisiana (1988) received additional hours in Psychology. Attended Jackson State University, Jackson, Mississippi (1993) received additional hours in Behavioral Management. Attended University of Southern Mississippi, Hattiesburg, Mississippi (1997) received additional hours in Children with Special Needs. Attended Mississippi College, Clinton, Mississippi (1998) received .78 Social Work Units, .6 Continuing Education Units and 6 Mental Health Therapist

Contact hours in Services for Children with Mental Illness and/or Emotional Disturbances. Sixteen (16) Continuing Education Units in Mississippi School Leadership Institute, A Review of Several Assessment Tools for ADHD and EMD Assessment within the Schools and a Review of the KABC-II & KTEA-II.

Continuing Education United earned from 2008-2010: Early Intervention Credits, Early Childhood Transition, Evaluation/Eligibility Determination, Student with Emotional Disabilities, and PBIS/RTI training. II.

WORK EXPERIENCE:

Presently, employed as a Consultant with Southwest Mississippi Educational Consultant, Fayette, Mississippi (October 1978 -).

Duties included:

- Providing mental health services and special consultant related to mental retardation; emotional disturbance, to parents children and teachers.
- Screening children to identify potential mental health needs.
- Evaluating children for special services.
- Planning educational programs for placement
- Provide workshop training for educational Agency.
- Provide special instructions for infants and toddlers.

Consultant of Educational Training Services for the Handicapped, Fredrick Douglas, Inc. (June 1977-1978).

Duties included:

- Provided workshop training to teachers and parents on the Laws of the Handicapped (PL-94-142 and PL-504).
- Developed model on-site classroom for the handicap in pre-school programs.
- Developed curriculum for model sites.

Advocate with AJFC's (formerly AJIC) Handicapped Children's Program (July 1, 1974 - June 22, 1977).

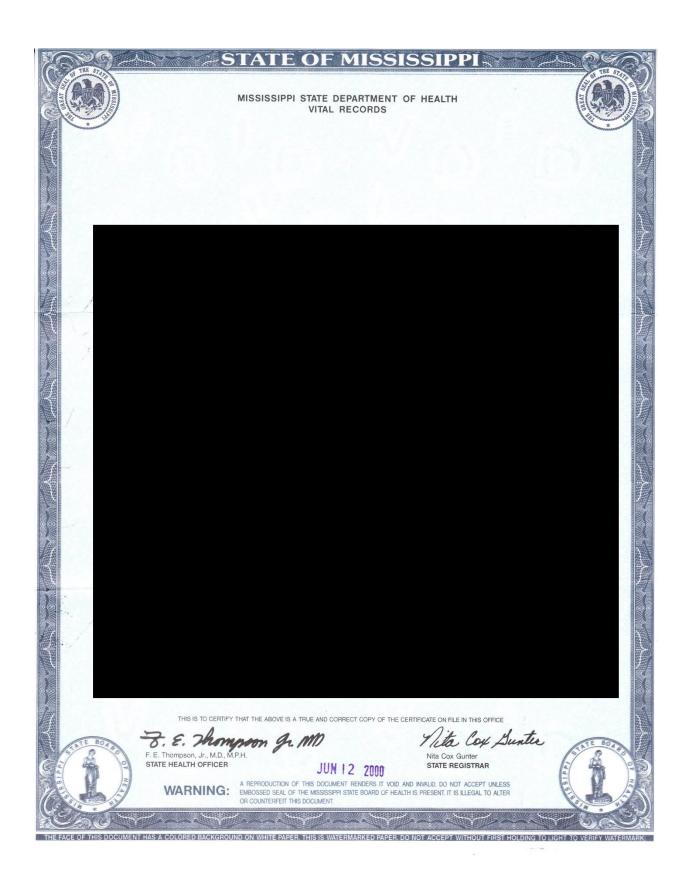
Teacher with AJIC's Handicapped Children's Program (August 1972 - June 1974)

Director of Youth Opportunity Program in Jefferson County (March 1972 - August 1972).

III. REFERENCES:

Provided upon request

Volley Davis currently functions as Director for one of the State of Mississippi-Department of Human Services Adolescent Opportunity Mental Health Programs (AOP)



Board Member Information Form

To be completed individually by each proposed charter school board member.

All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development; and to identify any potential conflict of interest you may have as a board member.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, a background check, and (if applicable), appropriate academic data.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

Name of charter school on whose of Directors you intend to serve	Board Phoenix Early College Charter School
Full name	Volley Davis
Home Address	
Business Name and Address Phone Number E-mail address	
charter school, a non-public school ⊠ Yes ☐ No	have previously served on a board of a school district, another of or any not-for-profit corporation. If yes, explain.
Indicate whether you currently or	have previously served as the leader or on the leadership team of charter/traditional/private, etc.). If yes, explain and attach the
	as required. (Should include annual student achievement data, disaggregated by rrent or prior management.)
	board of the proposed charter school?
	Full name Home Address Business Name and Address Phone Number E-mail address Resume and professional bio are attached Resume and professional bio are attached Indicate whether you currently or charter school, a non-public school Yes No Previously served on legal serv Indicate whether you currently or ANY school, regardless of type (or required academic data. Yes No Academic evidence is attached here subgroup, for every school under your cur

To be able to help the citizens of the community to have a voice in our children future development.

6. What is your understanding of the appropriate role of a public charter school board member?

To provide leadership to ensure the school operate properly.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I have served on Community Health Center Board, Legal Service and other community boards.

8. Describe the specific knowledge and experience that you would bring to the board.

I have thirty (30) years of experience working with children with special needs, knowledge of educational needs within the community and psychometric experience.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?

To provide education opportunities for low income students who are under-represented in higher education .

2. What is your understanding of the school's proposed educational program?

To provide dual credit to obtained a high school diploma, college credits and or a certification in some vocational skill.

3. What do you believe to be the characteristics of a successful school?

To prepare student to be productive citizens, decrease the drop-out rate and complete high School.

4. How will you know that the school is succeeding (or not) in its mission?

When the school meets it goal for enrollment the first year, has a waiting list that exceeds the school projection and low income under-represented students are success driven.

Governance

1. Describe the role that the board will play in the school's operation.

To be aware of the school's operation, finance, budget, curriculum and informing the community of alternative means of education.

2. How will you know if the school is successful at the end of the first year of operation?

The passing rate of students, student desire to return the next school year, increase in enrollment and parent involvement and satisfaction rate.

3. How will you know at the end of four years of the school is successful?

The underserved population of students will be more focused and prepared for success at the post-secondary level. Recruitment of students will have increased to a maximum of 300 students and a waiting list of students for enrollment. What specific steps do you think the charter school board will need to take to ensure that the school is successful? Facilitate the mission and purpose, provide oversight, serve as ambassador for marketing and communication, ensure legal and ethical integrity and maintain accountability. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school? Make board aware of situation and correct ethical violation according to policies. If your school intends to contract with a third-party ESP: a. Summarize your involvement in the selection process; b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and c. Indicate whether you have been involved in the review/negotiation of the management agreement. **Disclosures** 1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship. \square I / we do not know these individuals \boxtimes Yes Live in the same community and serve on board together. 2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship. \boxtimes I / we do not know any such employees \square Yes 3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. ☐ I / we do not know any such persons ☐ Yes 4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business Yes 5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship. Not applicable because the school does not intend to contact with an education service provider or school management organization. I / we do not know any such persons Yes 6. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

	N/A.		
7.	If the school plans to contract with an education service provider, indicate immediate family member anticipate conducting, or are conducting provider. If so, indicate the precise nature of the business that is bein N/A I / we or my family do not anticipate conducting any succession.	ting, any business with the g or will be conducted.	
8.	Indicate whether you, your spouse or other immediate family member employee, partner or member of, or are otherwise associated with, as partnering with the charter school. To the extent you have provided to prior items, you may so indicate. Does not apply to me, my spouse or family Yes	ny organization that is	
9.	Indicate any potential ethical or legal conflicts of interests that would, you serve on the school's board. None Yes	or are likely to exist should	
	Certification		
pul Mis har	I recognize that all information submitted with this conflict of interest disclosure becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold the Mississippi Charter School Authorizer Board, its trustees, officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.		
I hereby certify that the information contained in this document is true and complete to the best of my knowledge and, if the proposed charter school is approved, agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest. I have attached all required documents.			
Name: Volley Davis			
114	- toney Durin		
1	Alley Davis	5-14-15	
	Signature	Date	



U.S. Department of Justice

Federal Bureau of Investigation

Clarksburg, WV 26306

7/24/2014 7155

VOLLEY DAVIS C/O: PHOENIX PROJECT PO BOX 520 FAYETTE MS 39069

The Criminal Justice Information Services (CJIS) Division of the Federal Bureau of Investigation has completed the following fingerprint submission:

Subject Name

Search Completed

Result

VOLLEY DAVIS

7/24/2014

A SEARCH OF THE FINGERPRINTS PROVIDED BY THIS INDIVIDUAL HAS

VEALED NO PRIOR REST DATA AT THE FBI.

Social Security numb

The result of the above

ission was originally

completed. For more updated information, please submit new ingerprints of the subject.

In order to protect Personally Identifiable Information, as of August 17, 2009, FBI policy has changed to no longer return the fingerprint cards. This form will serve as the FBI's official response.

Any questions may be addressed to the Customer Service Group at (304) 625-5590. You may also visit the Web site at www.fbi.gov for further instructions.

This Criminal History Record Information (CHRI) is provided pursuant to 28 CFR 16.30-16.34 solely for you to conduct a personal review and/or obtain a change, correction, or updating of your record. This CHRI is not provided for the purpose of licensing or employment or any other purpose enumerated in 28 CFR 20.33.

Kimberly J. Del Greco

Section Chief

Biometric Services Section Criminal Justice Information

Services Division

IRETHA D. BEYAH - Board Member



MAILING ADDRESS:

P.O. BOX 86 WASHINGTON, MS 39190

PROFILE: Enthusiastic, creative and self-motivating person whose life is devoted to inspiring people in the community to learn.

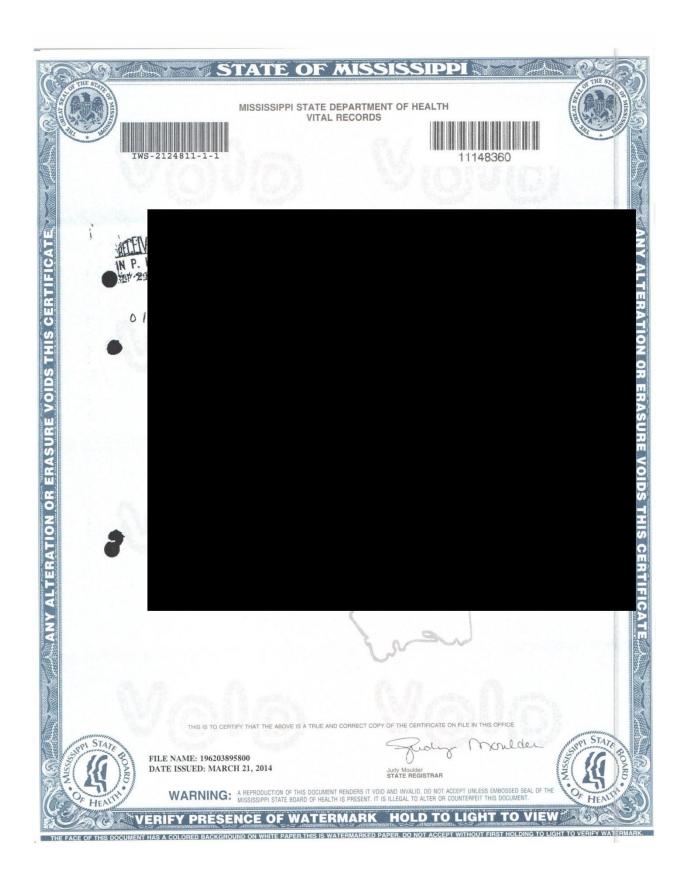
EDUCATION: May, 1980 North Natchez High School, Natchez, MS-High School Diploma September, 1986, University of Southern Mississippi, Hattiesburg, MS; Bachelor of Science-Business Administration

Also a graduate of Co-Lin Community College with an Associates Degree in Accounting

CERTIFICATION: Registered Tax Return Preparer (RTRP) IRS 2013

WORK EXPERIENCE: December 2003-June 2007, TAARP Garlic Sausage Station, Natchez, MS 39120, Owner/Operator

Currently Administrative Assistant for Phoenix Project Community Development Foundation AOP program



Board Member Information Form

To be completed individually by each proposed charter school board member.

All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development; and to identify any potential conflict of interest you may have as a board member.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, a background check, and (if applicable), appropriate academic data.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

1.	Name of charter school on whose E of Directors you intend to serve	PHOENIX EARLY COLLEGE CHARTER SCHOOL
2.	Full name	RETHA DIANNA BEYAH
	Home Address	
	Business Name and Address Phone Number	
(spe	E-mail address Resume and professional bio are attached l Resume and professional bio are attached ecity).	
3.		nave previously served on a board of a school district, another or any not-for-profit corporation. If yes, explain.
4.	Indicate whether you currently or h	have previously served as the leader or on the leadership team harter/traditional/private, etc.). If yes, explain and attach the
	Academic evidence is attached here as by subgroup, for every school under your c	s required. (Should include annual student achievement data, disaggregated urrent or prior management.)
5.	그를 맞았다. 어린 맛이 아니라 하는 아이들이 하는 이렇게 하는 이 맛있다면 없어요? 그렇게 하는 사람이 되었다. 그는 사람이 아니라 하는 것을 하는 것이다.	pard of the proposed charter school?
		form effort made possible by the State leadership that educational alternative and parent's choice for their child

or children's future. I wish to assist in the direction of our children's choices for their future.

- 6. What is your understanding of the appropriate role of a public charter school board member? Provide leadership, effective management and professional expertise in the day to day operations of the proposed charter school as well as to ensure all involve in the school's operations adhere to the requirements placed on staff and board as directed by the Charter School Law. Also ensure transparency is a normal activity to the parents, students and public.
- 7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
 I have in-depth knowledge of not-for-profit formation and board members duties. I have assisted in the creation of over 50 not-for-profit organization to include helping those groups in the areas of board member duties and responsibilities as it relates to governess of a corporation.
- 8. Describe the specific knowledge and experience that you would bring to the board. I have personally been involved in the creation of a charter school in the City of St. Louis, Mo. I would be an asset because the years of study in the area of Education Reform, a consultant to other not-for-profits as well as working/teaching area youths.

School Mission and Program

- 1. What is your understanding of the school's mission and guiding beliefs?
 To provide a solid innovative academic program for all students enrolled to earn one to two years of transferable college credit leading to college completion while fulfilling the requirements for a high school diploma as well as providing its graduates technical certifications which will give the students a real time/real life careers earning livable incomes as needed. The board has ultimate authority at ground floor for oversight of the school.
- 2. What is your understanding of the school's proposed educational program?

 To provide a choice in educational opportunities by offering integrated secondary and post-secondary academic programs and opportunities for students to earn a technical/skill labor certificate to At-Risk and students who have Dropped out residing in urban and rural area.
- 3. What do you believe to be the characteristics of a successful school? Proactive, Transparent, Effective, Productive management and an environment conducive for learning with a culture of inclusiveness for students from all socioeconomic backgrounds especially those At-Risk of not completing school. Clear and concise accountability to the Students, Parents, Community and State Oversight.
- 4. How will you know that the school is succeeding (or not) in its mission?
 When the students and parents are satisfied with the stated mission and purpose of the charter school. Full enrollment and continued growth into the future of school. The obvious to a successful school is student performing at or above state standards which in the case of the college prep; students graduating from the school in the prescribed time frames.

Governance

1. Describe the role that the board will play in the school's operation.

- The Phoenix Board primary responsibilities will include facilitate the mission and purpose of the school, oversight, governance, marketing and communications to the community, select a principal to include the review and performance of said principal, ensure effective organizational harmony, manage resources and budgets, determine, monitor and strengthen programs/services. Make sure students are being taught fundamental sound and foundation building essential functions for all subject area specific courses. Ensure legal and ethical integrity amongst all involved in the school operations. Maintain transparency and accountability, recruit qualified professional support teams and community input/feedback from stakeholders and parents on a continuous basis. The board members will be proactive, well versed in not-for-profit fundamentals and aware of all issues that affect the school and students.
- How will you know if the school is successful at the end of the first year of operation?
 The will it projected enrollment in the first year. Students will express satisfaction with the instruction they are receiving and come to school eager and ready to learn. Continued growth throughout the projected years of operation.
- How will you know at the end of four years of the school is successful?
 Continued growth with maximum growth in enrollment. A graduating class of students prepared for secondary college or students prepared to work in the technical skill area.
- 4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
 First-Establish and build a solid foundation amongst board members, students and parents by establishing a clear and concise understanding of the role everyone will play and adhere to in the day-to day functions/operations of the school. Understanding there are consequences to not following the mission, goals and purpose of the school. Follow the plan, adjust where needed but maintain strict and firm commitment to the students overall well-being.
- 5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school? This person will be dealt with according to their actions. As such the board will be made aware of the allege act and if found to have acted in such a manner will be handled based on policies set forth by policy. Unethical and actions not in the best interest of the students will not be tolerated and mostly asked to resign, dismissed from their position then removed or replaced.
- 6. If your school intends to contract with a third-party ESP:N/A
 - a. Summarize your involvement in the selection process;
 - b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and
 - Indicate whether you have been involved in the review/negotiation of the management agreement.

	Disclosures
1.	Indicate whether you or your spouse knows the other prospective board members for the
	proposed school. If so, please indicate the precise nature of your relationship.
Ву	professional association, neighbors living in and around the surrounding community

2.	Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship. I / we do not know any such employees Yes
3.	Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. I / we do not know any such persons Yes
4.	Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business Yes
5.	If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship. Not applicable because the school does not intend to contact with an education service provider or school management organization. I / we do not know any such persons Yes
6.	If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description. N/A.
7.	If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted. N/A I / we or my family do not anticipate conducting any such business Yes
8.	Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family Yes
9.	Indicate any potential ethical or legal conflicts of interests that would, or are likely to exist should you serve on the school's board. None Yes

Certification

I recognize that all information submitted with this conflict of interest disclosure becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold the Mississippi Charter School Authorizer Board, its trustees, officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.

I hereby certify that the information contained in this document is true and complete to the best of my knowledge and, if the proposed charter school is approved, agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest. I have attached all required documents.

Name: Iretha D. Beyah



U.S. Department of Justice

Federal Bureau of Investigation

Clarksburg, WV 26306

7/24/2014 7155

IRETHA DIANNA BEYAH ATTN: VOLLEY DAVIS

C/O: PHOENIX PROJECT COMM DEVELOP FOUNDATION

PO BOX 520

FAYETTE MS 39069

The Criminal Justice Information Services (CJIS) Division of the Federal Bureau of Investigation has completed the following fingerprint submission:

Subject Name Search Completed Result

IRETHA DIANNA BEYAH 7/24/2014 A SEARCH OF THE

BY THIS INDIVIDUAL HAS REVEALED NO PRIOR ARREST DATA AT THE FBI.

Social Security number:

The result of the above is submission was originally completed. For more up

In order to protect Personally Identifiable Information, as of August 17, 2009, FBI policy has changed to no longer return the fingerprint cards. This form will serve as the FBI's official response.

Any questions may be addressed to the Customer Service Group at (304) 625-5590. You may also visit the Web site at www.fbi.gov for further instructions.

This Criminal History Record Information (CHRI) is provided pursuant to 28 CFR 16.30-16.34 solely for you to conduct a personal review and/or obtain a change, correction, or updating of your record. This CHRI is not provided for the purpose of licensing or employment or any other purpose enumerated in 28 CFR 20.33.

Kimberly J. Del Greco

Section Chief

Biometric Services Section Criminal Justice Information

Services Division

Jerolyn Banks, LCSW - Board Member



Work History

Private practice- part time McComb, MS 1/2013-present 4/2008-12/2009 LCSW

- Completed financial, marketing and other managerial tasks to maintain private practice
- Provided assessments, treatment and referral counseling services to children, teens and adults, and their families

Health Systems of Mississippi Jackson, MS 2/2012- present First Level Reviewer

- Reviewed information on consumer's for a state health insurance agency to determine the need for mental health services
- Completed clinical reviews on consumers to determine if they met criteria for certain institutional levels of care
- Completed face to face visits on consumers in the appeals process for state health insurance programs
- Utilized several system databases to input and search for information on consumers
- Performed other duties as assigned

Multi-Practice Clinic Independence, LA 04/2010- 02/2012 04/2009-10/2009

LCSW

- Mental health provider for behavior health clinic
- Completed initial psychosocial assessments and counseling to children from ages 4-19
- Performed other duties as needed

Bogalusa Acute Unit Bogalusa, LA 9/2008- 4/2009 Social Worker

- Served as Social Services Director for 18 bed acute psychiatric hospital
- Provided clinical and administrative supervision to Social Services Counselors
- Provided clinical social work services to hospital patients

Phoenix Early College Charter School

Developed and revised social service policies

Baton Rouge Primary Care Collaborative, Inc. Baton Rouge, LA 5/2007- 9/2008 LCSW Worker

- Program development
- Supervision of clinical staff
- Clinical counseling services (assessments, treatment planning, counseling and referral services)
- Clinical case management services

Office of Youth Development Baton Rouge, LA 3/2006- 4/2000 LCSW

- Assessments
- Treatment/discharge planning
- Counseling
- Case management

Education

Jackson State University, Jackson MS Master's Degree- 5/1999 Major- Social Work

George Mason University, Fairfax VA Bachelor's Degree- 8/1991 Major- Social Work

McComb High School, McComb MS High School Diploma- 5/1986

Additional Information

- Type 45 wpm
- Proficient using personal computer and Microsoft Office Software
- Familiarity with general database systems

References

Available Upon Request

PAGE 01/02



Records Section, State Center for states, North Carolina Department of Health, and Natural Resources.

Regel 305/1

A-3/-97

A-3/-97

A-3/-97

State Regelstrar

Board Member Information Form

To be completed individually by each proposed charter school board member.

All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development; and to identify any potential conflict of interest you may have as a board member.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, a background check, and (if applicable), appropriate academic data.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information of Directors you intend to serve School Jerolyn Faith Banks 2. Full name Home Address **Business Name and Address** Phone Number E-mail address Resume and professional bio are attache Resume and professional bio are attached elsewhere in the application 3. Indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation. If yes, explain. Yes 🛛 No 4. Indicate whether you currently or have previously served as the leader or on the leadership team of ANY school, regardless of type (charter/traditional/private, etc.). If yes, explain and attach the required academic data. Yes 🛛 No Academic evidence is attached here as required. (Should include annual student achievement data, disaggregated

by subgroup, for every school under your current or prior management.)

Why do you wish to serve on the board of the proposed charter school?

My desire to serve as a board member is to play a role in the implementation of a valued educational resource aimed at improving the quality of life for people within our Mississippi communities.

- 6. What is your understanding of the appropriate role of a public charter school board member? To help ensure that the charter school is operated in accordance to it's bylaws and governmental policies.
- 7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member. I have served as board members of other private non-profit entities.
- 8. Describe the specific knowledge and experience that you would bring to the board.
 As a Licensed Clinical Social Worker for Mississippi and Louisiana with over twenty years of clinical social work experience I can be very instrumental in the development and implementation of policies and procedures, connecting with members of our communities, helping to submit reports on behalf of the school and organization, etc.

School Mission and Program

- What is your understanding of the school's mission and guiding beliefs?
 The school's mission is to provide education that builds character, leadership and employability.
- What is your understanding of the school's proposed educational program?
 The charter school will target a diverse population of students addressing four main themes.
 The school will target a population underrepresented in higher learning institutions.
- 3. What do you believe to be the characteristics of a successful school?

 These characteristics must include a team of well-educated and experienced educators/administrators driven to meet the needs of the underserved population.
- How will you know that the school is succeeding (or not) in its mission? The board will keep track
 of its progress towards carrying out its mission during monthly board meetings.

Governance

- Describe the role that the board will play in the school's operation.
- The board will provide administrative oversight over the school, the staff, the program, etc. It will also serve in the role of a consultant for the school and all of its components, thus providing knowledge and experience towards carrying out the school's mission and achieving overall success.
- 2. How will you know if the school is successful at the end of the first year of operation?
 It is anticipated that the school will educate 75 children within its first year of operation.
 Accomplishing this objective, while continuing to put in place practices to ensure that quality educational services are being provided in an ethical manner will be key factors in determining the school's success after the first year of operation.
- 3. How will you know at the end of four years of the school is successful?
- It is anticipated that the school will educate 300 students within a four year period. By achieving this goal, having statistics to show improvements in the educational level of

iii.	our students as well as their ability to be employed can provide objective data indicating the school's level of success.		
4.	What specific steps do you think the charter school board will need to take to ensure that the school is successful? The board should utilize experienced consultants with extensive experience and success in the implementation of charter schools. The board/school staff should include experienced educators and educational administrators capable carrying out the chart school's mission. Having a good rapport with community businesses, collaborators and individual members in support of the school and its mission will also help ensure the overall success of the school.		
5.	How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school? It is the responsibility of the board members to identify ethical dilemmas that the board is potentially facing. Once identified, board members should continue to address these issues with the board until they are resolved.		
6.	If your school intends to contract with a third-party ESP: N/A		
	a. Summarize your involvement in the selection process;		
	 Explain your understanding of the legal relationship between yourself as a board member and the ESP; and 		
	c. Indicate whether you have been involved in the review/negotiation of the management		
	agreement.		
	Disclosures		
1.	Indicate whether you or your spouse knows the other prospective board members for the		
	proposed school. If so, please indicate the precise nature of your relationship.		
	☐ I / we do not know these individuals ☑ Yes		
	ave known Ms. Iretha Bayah and Mr. Volley Davis for approximately three years and have		
wc	orked with the two of them on professional levels.		
2.	Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship. I / we do not know any such employees Yes		
3.	Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. I / we do not know any such persons Yes		
4.	Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business Yes		
5.	If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents		

	f that provider. If the answer is in the affirmative, please describe any such relationship. Not applicable because the school does not intend to contact with an education service rovider or school management organization. I / we do not know any such persons Yes		
6.	the school contracts with an education service provider, please indicate whether you, your pouse or other immediate family members have a direct or indirect ownership, employment, ontractual or management interest in the provider. For any interest indicated, provide a letailed description. N/A. I/ we have no such interest Yes		
7.	the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted. N/A		
8.	ndicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response o prior items, you may so indicate. Does not apply to me, my spouse or family Yes		
9.	ndicate any potential ethical or legal conflicts of interests that would, or are likely to exist should you serve on the school's board. None Yes		
Certification I recognize that all information submitted with this conflict of interest disclosure becomes a matter of public record, subject by law to disclosure upon request to members of the general public. I will hold the Mississippi Charter School Authorizer Board, its trustees, officers, employees or authorized agents harmless from liability for the disclosure of any information it reasonably believes is true based upon my representations.			
I hereby certify that the information contained in this document is true and complete to the best of my knowledge and, if the proposed charter school is approved, agree to notify the chair of the board at the charter school at which I will serve of any change that may create a conflict of interest. I have attached all required documents.			
Na	ne: Jerolyn Faith Banks		
	Signature 5-19-15 Date		

1-783 (Rev. 5-15-2013)		SAMPLE OF S	
PRIVACY ACT STATEMENT The BIT's acquisition, retention, and through of information submitted on the Bit's soft amountment of Authority data to permit as accurate and time to delive to provide the information may affect the completion. If work makes to the firement according to the provide the information may affect the completion. If work makes to the firement according to the provide the information and the provided the soft of the provided to the provided	where is generally undermed under 2 x 0.00 2 45 mg, and the improvements of a command in does steen following records in the other financial contents. The intermediate records are set of the command of the contents of the	compared for movementing this influentation from you as to provide the fit is a movement possible for the provided the second possible for the published second second possible for the published second seco	
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Personal review	Challenge information on your record	Adoption of a child in the U.S.	
· APPLICANT SIGNATURE	Live, work or flavel in a foreign country	DATE 5-22-15	
() (property and, and payment of \$1. Application		
	FBI CJIS Division - Record Request 1000 Custer Hollow Road Clarksburg, West Virginia 26306		

You may request a copy of your man identify ation regard to review it or obtain a change, correction, or an analote to the record

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CLAUDINE STARKS MIDDLETON - Board Member



EDUCATION:

Master's Elementary Education, Alcorn State University

Master's Administration and Supervision, Alcorn State University

Additional study at University of Southern Mississippi and University of Mississippi

AAA Certification in Elementary Education

ADDITIONAL TRAINING:

Mississippi Education Administration Leadership Institute, 1986, Mississippi State Department of Education.

Participated in numerous professional development workshops and seminars to enhance skills in teaching and counseling students and program administration.

Trained Evaluator in library-media, psychometrics, psychologist, teacher, administrator, counselor, 1996.

Technical Assistance Leader Training, USM, EMOED, 1998.

WORK

Elementary School Principal - Jefferson County School District, Fayette, MS-2006-2010

Deputy Superintendent - Jefferson County School District, Fayette, MS 1994-96

Federal Programs Director - Jefferson County School District, Fayette, MS-1991-June 2006

Staff Development Coordinator - 1991-1999

Principal-Jefferson County Middle School, Fayette, MS - 1991

Assistant Elementary Principal-Jefferson county Elementary School, Fayette, MS -1990-

91

Staff Development Trainer, Mississippi Association of Colleges for Teacher Education,

Inc - 1986

7 th - 8 th Grade Math Teacher - Jefferson County Junior High School, Fayette, MS

7 th - 8 th Grade Science Teacher - Lafayette County School, Oxford, MS

1 st Grade Teacher - Jefferson County Elementary, Fayette MS

COMMUNITY SERVICE:

Alderperson, Town of Fayette, MS - 1991-Present

MEMBERSHIPS:

Church of Christ

Jefferson County Association of Educators

Mississippi Association of Educators

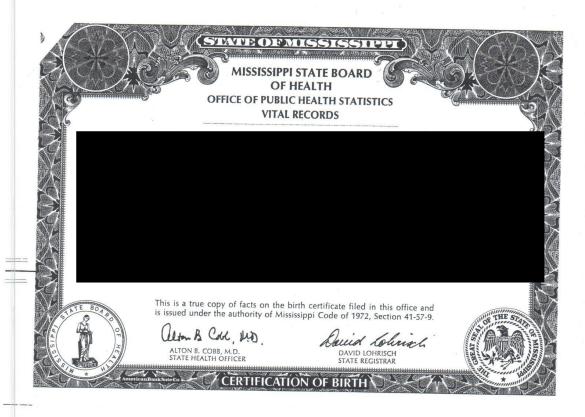
National Education Association

Mississippi Staff Development Council, National Staff Development Council Mississippi

Early Childhood Association

National Association of School Administrators

Association for Supervision and Curriculum Development



CLAUDINE STARKS

Received the sum of:

\$5.00 in cash

Thank you, JUDY LEE Vital Records

Board Member Information Form

To be completed individually by each proposed charter school board member.

All forms must be signed by hand.

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter. The purposes of this questionnaire are: to give application reviewers a clearer introduction to the applicant team behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development; and to identify any potential conflict of interest you may have as a board member.

Each board member should complete this form individually, print and sign. Along with the completed, signed form, each board member should provide a resume, a background check, and (if applicable), appropriate academic data.

Where narrative responses are required, brief responses are sufficient. You may delete these instructions.

Background and Contact Information

1.	Name of charter school on whose E of Directors you intend to serve	Phoenix Early College Charter School
2.	Full name	Claudine S. Middleton
	Home Address	
	Business Name and Address	
	Phone Number	
	E-mail address	
\boxtimes	Resume and professional bio are attached	
Ш	Resume and professional bio are attached	elsewhere in the application (specify).
3.		nave previously served on a board of a school district, another or any not-for-profit corporation. If yes, explain.
4.	-	nave previously served as the leader or on the leadership team of
		rter/traditional/private, etc.). If yes, explain and attach the
	required academic data. No Academic evid	dence has been requested from provious school ampleyers
	Yes No Academic evid	dence has been requested from previous school employers.
	Academic evidence is attached here a subgroup, for every school under your curr	s required. (Should include annual student achievement data, disaggregated by
5.		oard of the proposed charter school?
	I would like to serve on the Boar	d of PECCS because I believe the program will offer
		dents who have been traditionally "Left Out" or "Passed
	Over". I would instill the confide	ence and desire to achieve the goals necessary to help them

become productive, successful, competent individuals who can compete in our global society. I am honored to be of service to a program such as this. I believe it will be the needed boost for a large segment of our students. Lastly I believe in the program mission and share its vision.

- What is your understanding of the appropriate role of a public charter school board member?
 My role would be one of promoter, advocate to support the program goals and objectives those outlined in the proposal.
- 7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
 My educational background as a teacher, principal, Federal Programs Director has given me the background to work with this project in many areas of the charter school proposal.
- Describe the specific knowledge and experience that you would bring to the board.
 Professional Development, Financial/Budgeting, Community and Parental Involvement,
 Teaching and Staff Evaluations.

School Mission and Program

- 1. What is your understanding of the school's mission and guiding beliefs?

 To provide an alternative educational choice to students compare to the traditional public system. Provide education to low income students to acquire a high school diploma with two year college credits or a vocational/technical certification. The mission is to create an environment that is conducive to learning for all students regardless of ethnic, cultural, or socioeconomic background.
- 2. What is your understanding of the school's proposed educational program? It is my understanding that the school proposes to enroll 9-12 grader providing them with a 2-year associates degrees or a vocational/ technical certificate upon graduation from the 12th grade
- 3. What do you believe to be the characteristics of a successful school? Management, Climate and organization- I believe that a school is successful by having strong leadership, who believes in and promotes the school's mission, vision and goals. Also the school should have a staff, students, parents and community support.
- 4. How will you know that the school is succeeding (or not) in its mission?
 Benchmarks will be set for all grading periods. Evaluations and Assessments will be continuous.
 If the standards are not met the program will be revised as needed.

Governance

- 1. Describe the role that the board will play in the school's operation.
- The board will provide leadership in the school's programs evaluations and assessment to ensure the goals are being met. To promote, provide oversight, and accountability to all stakeholders.
- How will you know if the school is successful at the end of the first year of operation?
 By full enrollment, scheduled benchmarks are being met and the children are attending and parents are involved.
- How will you know at the end of four years of the school is successful?
 Growth of student populationis evident, improved student achievement and the parental and

coi	mmunity involvement has increased. Also when staff and student moral is positive.
4.	What specific steps do you think the charter school board will need to take to ensure that the school is successful? First the board needs to be knowledgeable about the schools goals. The school's leader should be knowledgeable and supportive of the schools goals/mission. This would include the parent's, students and the community.
5.	How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school? I would discuss the matter with the member or members to get a clear understanding of their actions. If further action is needed it will be discussed with the entire board.
6.	If your school intends to contract with a third-party ESP:N/A a. Summarize your involvement in the selection process; b. Explain your understanding of the legal relationship between yourself as a board member and the ESP; and c. Indicate whether you have been involved in the review/negotiation of the management agreement.
	Disclosures Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship. ☐ I/we do not know these individuals ☐ Yes Iley Davis is a Church Member, Walter Hutson is my Cousin
2.	Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship. I / we do not know any such employees Yes
3.	Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. I / we do not know any such persons Yes
4.	Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted. I / we do not anticipate conducting any such business Yes
5.	If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship. Not applicable because the school does not intend to contact with an education service provider or school management organization. I / we do not know any such persons Yes
6.	If the school contracts with an education service provider, please indicate whether you, your spouse

	or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description. N/A. I / we have no such interest Yes
7.	If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted. N/A I / we or my family do not anticipate conducting any such business Yes
8.	Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate. Does not apply to me, my spouse or family Yes
9.	Indicate any potential ethical or legal conflicts of interests that would, or are likely to exist should you serve on the school's board. None Yes
	Certification
pub Mis har	cognize that all information submitted with this conflict of interest disclosure becomes a matter of olic record, subject by law to disclosure upon request to members of the general public. I will hold the sissisppi Charter School Authorizer Board, its trustees, officers, employees or authorized agents mless from liability for the disclosure of any information it reasonably believes is true based upon my resentations.
kno cha	preby certify that the information contained in this document is true and complete to the best of my owledge and, if the proposed charter school is approved, agree to notify the chair of the board at the order school at which I will serve of any change that may create a conflict of interest. I have attached required documents.
Nan	ne: Claudine S. Middleton
	Ceccos Shydalita 5/23/15
	- Signature Date

OMB-1110-0052 1-783 (Rev. 5-15-2013)

PRIVACY ACT STATEMENT

THE PREVACE ACLISIATEMENT

The FRE's acquisition, retention, and sharing of information submitted on this form is generally authorized under 28 USC 534 and 28 CFR 16.30-16.34. The purpose for requesting this information from you is to provide the FRE with a minimum of dentifying data to permit an accurate and timely search of criminal history identification records. Providing this information tructualing your obscital Security Account Number) is voluntary, however, failure to provide the information may affect the completion of your request. The information reported on this form may be disclosed, pursuant to your consent, and may also be disclosed by the FRE without your consent pursuant to the Free Security Account Number 2 to the Payoremask Restaution Security Security Account Number 2 to the Payoremask Restaution Security Sec

*Last Name Penotes Required Fields *Last Name Act ston Middle Name 1 Cane	*First Name Claudine Middle Name 2 Starks	
* APPLICANT SIGNATURE _ Curs Se	Militar DATE 05/15/15	

Mail the signed applicant information form, fingerprint card, and payment of \$18 U.S. dollars to the following address:

FBI CJIS Division - Record Request 1000 Custer Hollow Road Clarksburg, West Virginia 26306

You may request a copy of your own identification record to review it or obtain a change, correction, or an update to the record.

Middleton, Claudine Starks MS920080Z DH-CHLD CARE FAC LIC

Michigan Co.	Valid Money Order includes: 1. Heat sensitive, red stop sign AND 2. Contains a MoneyGram.	True Watermark hold up to light to view. INTERNATIONAL MONEY ORDER 86-186 1031
2	To Validate: Touch the stop sign, then watch it fade and reappear	05/14/2015 20607078742 MONEY ORDER - WM
0 7 0 7 8 7 4	PAY TO THE ORDER OF:/ PAGAR A LA ORDEN DE: IMPORTANT - SEE BACK BEFORE CASHING PURCHASER, SIGNER FOR DRAWER / COMPRADOR, FIRMA DEL LIBRADOR PURCHASER, BY SIGNING YOU ACREE TO THE SERVICE CHARGE AND OTHER TERMS ON THE REVERSE SIDE	X X X 31 1 830 0. EIGHTEEN DOLLARS 00 CENTS ******
R2060	ADDRESS: / 2/21 Mass St PO. Box10 Tayota DIRECCION: Payable through BOKF, NA Enid, OK ADDRESS: / PO. Box10 Tayota BOKF, NA Enid, OK MONEYGRAM PAYMENT SYSTEMS, INC.	60528087469874 1896600134148742

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Staffing Chart

High School Staffing Model and Rollout

Title	Year 1 2016	Year 2 2017	Year 3 2018	Year 4 2019	Year 5 2020	Capacity 2019
Principal	1	1	1	1	1	1
Assistant Principal(s)						
Dean(s)						
Add'l School Leadership Position 1 [specify]						
Add'l School Leadership Position 2 [specify]						
Add'l School Leadership Position 3 [specify]						
Classroom Teachers (Core Subjects)	3	7	7	7	7	7
Classroom Teachers (Specials)	1	1	1	1	1	1
Student Support Position 1	1	2	3	3	3	3
[Student Assistant Personnel (SAP)]						
Student Support Position 2 [College Guidance		.5 (2nd	1	1	1	1
Counselor]		sem.)				
Specialized School Staff 1 [specify]						
Specialized School Staff 2 [specify]						
Teacher Aides and Assistants						
School Operations Support Staff	1	1	1	1	1	1
Total FTEs	7	12.5	14	14	14	14

Personnel Policies

Charter Pros will develop a comprehensive Personnel Policy Manual for approval by the Board.

Teacher Evaluation Tools

PECCS will use the MSTAR framework for	supporting,	developing and	evaluating teachers.
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Leadership Evaluation Tools

PECCS will use the MPES framework to support, develop and evaluate the school leader.

Facilities

PECCS has a MOU with Buttross Properties for 162 Franklin Drive in Natchez, a former strip mall facility with 10200 square feet. The facility has sufficient space and parking to house PECCS until the discussion of building a school begins. The property is less than 5 miles away from the college campus which make for an easy commute via bus and at \$250000, it fits the initial budget. PECCS will begin occupying 6500 square feet in year one with 4 classrooms (800 square feet each), 3 offices (600 square feet), 4 restrooms, and a commons area for lunch (2000 square feet). In year two, PECCS will have 8 classrooms, 4 offices, 4 restrooms, and a commons area for lunch (2500 square feet). The commons area is an important space. PECCS students will begin the day there for morning meetings and gather there for lunch. Sports are not a part of the PECCS plan but it will be our long term plan to build a 20,000 square foot facility. Renovations will begin in the zero year in February with the adding of classroom walls and office walls to a current open layout and the expansion of the current restrooms. With a \$60,000 renovation budget, PECCS has sufficient resources along with the current owner to get the facility ready for student by Fall of 2016.

Memorandum of Understanding

THIS MEMORANDUM OF UNDERSTANDING by and between the Phoenix Project Community Development Foundation and Buttross Properties shall be effective as of May 22, 2015. This brief document is understood to be an expression of the intent of the Parties to attempt in good faith to negotiate and reach a binding agreement on the matter discussed herein, and it is not a contract or an otherwise legally binging instrument.

The Parties agree to pursue good faith discussions and negotiations to draft and execute such agreements as may be necessary to finalize a mutual agreement on the property at 162 Franklin Dr., Natchez, Ms. 39120 pending a Charter approval by the Mississippi Charter School Authorizer Board.

- The Property is listed at 10,200 sq. ft. and is currently priced at \$250,000 with a \$25,000 down payment.
- The decision by the Mississippi Charter School Authorizer Board is schedule by September 2, 2015.
- 3) Buttross Commercial Realtor has the flexibility to sale the Property at any time until a Charter is approved. At that time negotiations upon the property will conclude.
- 4) Neither Party has any financial obligation to the other until the approval of the Charter.
- It is the goal of Phoenix Project Community Development Foundation to have an agreement reached by December, 2015 so that any construction can be completed by the Fall of 2016.

The Parties involved have a clear understanding of each Party's obligation and chose to sign this agreement as a good faith document in an attempt to improve the educational opportunities for the community of Natchez, Ms.

Witness the following signatures, done on the date set forth below and goes into effect on the day and year set forth above.

Phoenix Project Community Development Found.

Bull Alter Housen Date 5 25 15

THE Executive Director

Witnessed

By Sterry C. Vayarcos

Witnessed

Title

By: 1 (1)

E. A. Park can remarke at any Time



Price:

\$250,000

Gross Leasable Area:

10,200 SF

Price/SF:

\$24.51

Property Type: Retail

Property Sub-type:

Strip Center

Cap Rate:

12%

Occupancy: 100%

No. Stories:

Tenancy: Multiple

Lot Size:

27,900 SF

Startup Plan

The start-up plan for Phoenix Early College Charter School begins with the approval of the charter proposal. In a state where zero-year funds are not available, philanthropy will be very important for PECCS. Philanthropy of course begins with the approval and being able to partner with local businesses, manufacturers, and philanthropist for this is viable project. The development of a prepared workforce, students with college credits, and developing the leaders of tomorrow are the draws for contributors. The Phoenix Community Development Foundation has ongoing banking relationships with Jefferson Bank in Fayette, Mississippi and will rely on a line of credit in the event of any shortfall in fundraising.

The fall of 2015 will have three major focuses. The first goal is solidifying philanthropy. The Phoenix Community Development Foundation, along with the Board of Directors, will be working hard to reach the goal of \$100,000 a year for the first three years of operation. It will be very easy to display financial solvency to potential donors after year 3 and PECCS feels very comfortable that we have not overestimated our potential to fundraise for the first three years. The second goal for fall of 2015 is our recruitment season as PECCS begin targeting at risk 8th grade students in the city of Natchez. PECCS will be getting information to parents through churches, local radio and television media, local schools, mass mailings, billboards, and community forums. Applications for the 2016 school year will begin circulating in November of 2015 and those applications for admittance will be due by February 26, 2016. In November of 2015, the Board of Directors will look to complete the third task of the fall which is the hiring process of the School Leader. The Board of Directors will begin by interviewing the current potential candidate and any others may who apply. It is the goal of PECCS for the School Leader to begin work January 5, 2016. The Board will also look to hire a secretary in January of 2016.

The spring of 2016 will be a very busy time with four very important goals to accomplish. The first goal is to finish philanthropy efforts and get final commitments for our three year, \$300,000 goal. The second goal is to begin the training and staff development process for our new School Leader. The Early College model is one that is important to see first-hand so in February of 2016, the School Leader will travel to Greensboro, North Carolina to visit four different early college high schools in the area. The school leader will spend a full day with each principal to get information and advice on what makes an ECCS successful. The third goal will be preparing for the first PECCS school lottery. All applications will be due by February 26, 2015 and the lottery will be hosted at Copiah-Lincoln Community College in Natchez on March 25, 2015 at 6pm. Parents will be welcomed to come out and witness the lottery process. Students will be notified by mail and by phone of their lottery position and will be asked to confirm their acceptance of the seat available to them. Records for those students will be requested and any special education needs will be identified so that staffing can be completed accordingly. The final goal will be staff recruitment. The School Leader and the Board of Directors will attend college job fairs and post job opportunities in the local newspaper, state publications and charter school resources. The PECCS staff will be a talented group of people. It will be the goal of PECCS to find some staff members with dual certifications to meet the scheduling needs of the school.

The summer of 2016 will be bubbling with anticipations as the final preparations are made for a successful first year. The interviewing process for teachers and College Counselor will begin in May of 2016 and all will begin work on July 5, 2016. Final facility needs will be completed with Buttross Properties as the needs for furniture, books, computers, and software are handled as well as a fair rental agreement. The staff will attend the Middle College Consortium Summer Institute in July to help teachers get a better grasp of the early college model, project based learning, and interdisciplinary unit creating. PECCS will have its first annual staff retreat as the consulting partners, the School Leader, and the Board of Directors share the vision, insight, and expectations for the upcoming school year. The retreat will be a dynamic approach to building strong staff relations as everyone will be participating as a mandatory gathering. Finally, students will participate in a 1-day retreat the second week of August to get to know staff, expectations, and the Early College way. They will participate in leadership boot camp and get the opportunity to voice their thoughts and expectations for their new school.

School will begin August 12, 2016 with a half day dedicated to introductions, expectations, interest inventories, and one portion of the iSTEEP benchmark testing which will allow students' ability levels to be gauged so that schedules can be created. PECCS will be off and running developing the leaders of tomorrow and offering students an experience of a lifetime.

Transportation Plan

Phoenix Early College Charter School plans to meet the transportation needs of its pupils, particularly the transportation needs of low-income and at-risk students, by leasing services from Durham Transportation Services. Durham currently transports Natchez Public School students and has signed a MOU to supply services to PECCS. Durham will handle all transportation needs including field trips and special events.

Parking for student operated automobile transit will be made available on the PECCS campus site. Families who provide their own transportation may be eligible for tax deductions through the Internal Revenue Service and / or reimbursement of expenses by the State of Mississippi. PECCS will facilitate families in their procurement of such deductions and/or reimbursement.

The Board of the Phoenix Community Development Foundation has made provisions for transportation expenses through monies designated for "Transportation", in the submitted budget.

Transportation routes and arrangements will be designated upon confirmation of student enrollment.

School Uniforms

Ninth and tenth grade PECCS students will be required to wear a uniform. A likely uniform model is that of Robertson Charter School where students wear a branded school polo shirt. On visits to the College campus, this modest uniform will be useful in identifying PECCS high school students from those students attending college classes. Immersed eleventh and twelfth grade students will not be required to wear a uniform as it is important that they identify themselves as college students and that they are not singled out as high school students in the college classroom.

Uniform clothing for the first two years of PECCS attendance also promotes social growth and awareness as a select group of high school students. Uniform clothing also removes much of the stratification that can occur between students who have greater and lesser financial resources. Uniform shirts will be available for sale from the school. PECCS will assist low income families in acquiring PECCS uniform shirts.

Closed Campus

For ninth and tenth grade students, Phoenix Early College Charter School will be a closed campus. PECCS holds that student safety, as well as community and cultural development, is enhanced by a closed campus. Along with the school uniform, all underclass students will remain within the protective parameters of the PECCS building(s) and under the vigilant eyes of PECCS staff. The sense of community and focus on learning will be essential to the building of the school's culture.

In this small, enclosed school environment, PECCS staff will know every student by name and foster the supportive student / adult relationships so important to youth development and success – especially for our targeted at-risk population.

As eleventh and twelfth graders, students will be allowed to discard the school uniform and traverse the college campus as part of the full-time immersed college experience. They will still report to the PECCS building for daily activities including "Morning Chat", counseling, scheduling, tutoring, mentoring and social activities.

Facility entrances will remain locked to the outside at all times. Entrance to the building will require physical approval by office staff via video monitoring and push-button call system at the main entrance. The facility will be monitored with security cameras throughout and on the parking lot. Student security is important and it will be the responsibility of the Principal and staff to create an atmosphere where student feel safe and are willing to share information of any potential threats.

New Application Budget(s) & Cash Flow(s) Template

Lead Applicant Name: Iretha Beyah

Contact Email: iretha3b@yahoo.com

Contact Phone: 601-392-1311

Year One: 2016-17

School Days: 180

ENROLLMENT and STUDENT POPULATION

ENROLLMENT	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Kindergarten	-	-	-	-	-	-	-	-	-	-
1st Grade	-	-	-	-	-	-	-	-	-	-
2nd Grade	-	-	-	-	-	-	-	-	-	-
3rd Grade	-	-	-	-	-	-	-	-	-	-
4th Grade	-	-	-	-	-	-	-	-	-	-
5th Grade	-	-	-	-	-	-	-	-	-	-
6th Grade	-	-	-	-	-	-	-	-	-	-
7th Grade	-	-	-	-	-	-	-	-	-	-
8th Grade	-	-	-	-	-	-	-	-	-	-
9th Grade	75.00	75.00	75.00	75.00	75.00	75.00	75.00	75.00	75.00	75.00
10th Grade	-	72.00	72.00	72.00	72.00	72.00	72.00	72.00	72.00	72.00
11th Grade	-	-	69.00	69.00	69.00	69.00	69.00	69.00	69.00	69.00
12th Grade	-	-	-	66.00	66.00	66.00	66.00	66.00	66.00	66.00
			•						•	
Total Elementary Enrollment	-	-	-	-	-	-	-	-	-	-
Total Middle School Enrollment	-	-	-	-	-	-	-	-	-	-
Total High School Enrollment	75.00	147.00	216.00	282.00	282.00	282.00	282.00	282.00	282.00	282.00
Total Enrollment	75.00	147.00	216.00	282.00	282.00	282.00	282.00	282.00	282.00	282.00
Change in Net Enrollment from Prior Year	75.00	72.00	69.00	66.00	-	-	-	-	-	-
STUDENT POPULATION										
Average Daily Membership %	100%	98%	98%	95%	95%	95%	100%	100%	100%	100%
Average Daily Membership (ADM)	75.00	144.06	211.68	267.90	267.90	267.90	282.00	282.00	282.00	282.00
Average Daily Attendance %	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
Average Daily Attendance (ADA)	71.25	139.65	205.20	267.90	267.90	267.90	267.90	267.90	267.90	267.90
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Special Education Students %	16%	16%	12%	12%	12%	12%	12%	12%	12%	12%
Special Education Student Count (SPED)	12.00	23.52	25.92	33.84	33.84	33.84	33.84	33.84	33.84	33.84
		•	•		•			•	•	
English Language Learner %	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%
English Language Learner Count (ELL)	0.75	1.47	2.16	2.82	2.82	2.82	2.82	2.82	2.82	2.82
% Student Qualifying for Free Lunch	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Student Count Qualifying for Free Lunch	69.00	135.24	198.72	259.44	259.44	259.44	259.44	259.44	259.44	259.44
% Student Qualifying for Reduced Lunch	4%	4%	4%	4%	4%	4%	4%	4%	4%	4%
Student Count Qualifying for Reduced Lunch	3.00	5.88	8.64	11.28	11.28	11.28	11.28	11.28	11.28	11.28
State to the Quality mg for Reduced Edited	3.00	3.00	0.04	11.20	11.20	11.20	11.20	11.20	11.20	11.20
Free and Reduced Lunch Student %	96%	96%	96%	96%	96%	96%	96%	96%	96%	96%
Student Count Qualifying for Free or Reduced Lunch	72.00	141.12	207.36	270.72	270.72	270.72	270.72	270.72	270.72	270.72
Alternative Education	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Alternative Education Count	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Gifted Education	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Gifted Education Count	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
	3.00	5.00	5.00	3.00	5.00	0.00	0.00	5.00	5.00	3.00
Career and Technical Education	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Career and Technical Education Count	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
L										0.777
Student Transportation	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Student Transportation Count	69.00	135.24	198.72	259.44	259.44	259.44	259.44	259.44	259.44	259.44

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Position Categories and this by to the Categories on the Five Year Budget) Foother Categories and the Five Year Budget) Foother Categories Anathyly Categories and Teacher Categories and Te		47,978				More than TA pay due to supervision	3.0	3.0	3.0	2.0	1.0			Student Assistance Personnel
Categories on the Flow Year 1 Variable Plant Variab		41,230	40,029	39,053		conservative year 3 with MA	1.0	1.0	1.0	1.0	1.0			Special Education Teacher
Position Categories March by to the Categories on the Five Year 1 Very 1 Very 1 Very 2 Very 2 Very 3 Very 3 Very 3 Very 4 Very 3 Very 4 Very 5 Very 5 Very 6 Very 6 Very 6 Very 6 Very 7 Very		110,512	107,293	70,642		conservative year3 with BA	3.0	3.0	3.0	2.0	1.0			History/Science Teacher
Properties of the Properties		111,410	108,165	105,527		conservative year 3 with BA	3.0	3.0	3.0	3.0	1.0			Language Arts Teacher
Position Description Categories Match Up to the Categories on the Five Year 1 mudget) Verification Ve		74.580	72,408 \$	70.642		conservative year3 with BA	2.0	2.0	2.0	2.0	1.0	\$34.885	Teachers - Regular	Math Teacher
Categories on the five 'tear Budget Salary	\$ 80.252		75.645 \$			Principal with 13 years of experience	1.0	1.0	1.0	1.0	1.0	\$72,000	Instructional Management	Principal
Position Category Starking Vear 1 Vear 2 Vear 3 Vear 4 Vear 5 Vear 1 Vear 2 Vear 4 Vear 5 Vear 1 Vear 2 Vear 4 Vear 5 Vear 4 Vear 5 Vear 6 Vear 1 Vear 2 Vear 6 Vear 1 Vear 7 Vear 8 Vear 9 Vear 9 Vear 1 Vear 9	3.00%	3.00%	2.50%		0.00%									
Position Category Starting Year 1 Year 2 Year 3 Year 4 Year 5 Year 4 Year 5 Year 6 Year 6 Year 7 Year 7 Year 7 Year 7 Year 8 Year 8 Year 9			early Raise %									Sdidry	Categories on the Five Year Budget)	
Venr 1 Year 2 Year 3 Year 4 Year 5 NOTES Year 1 Year 2 Year 3 Year 4	2020-21	2019-20	2018-19		2016-17		2020-21	2019-20	2018-19	2017-18	2016-17	Salari	(Categories Match Up to the	Position Description
NOTES	Year 5	Year 4	Year 3		Year 1		Year 5	Year 4	Year 3	Year 2	Year 1	Starting	Position Category	
			Salary Totals					I	Number of FTE					

	R	EVENUE AND E	XPENSE A	ASSUMP	TIONS		
		2016-17	2017-18	2018-19	2019-20	2020-21	NOTES
	ASSUMPTION KEY						
	2 PERSTAFF						
	3 PER SCHOOL	Enter the % incre	nare below exc	ent rows 22-	26 (ree note) for	which the	
REVENUE STATE REVENUES		amount	entered in colu	mn F should i	increase each yea	ar.	
Mississippi Adequate Education Program (MAEP) Base Student Allocation	1 \$4,712.38	0.00%	0.00%	0.00%	0.00%	0.00%	
Special Education Alternative Education	3.00 42,000.00	42,000.00	43,050.00	44,126.25	45,229.40	46,360.14	Lines 22-26; Enter in the dollar amount the school anticipates receiving each year. These amounts will carry over to the 5 year
Gifted Education Career and Technical Education		-				-	budget. Details can be added on the 5 year budget tab under
Student Transportation	1 139.00	0.00%	50.00%	33.30%	25.00%	0.00%	Description of Assumptions Column.
Custom State Funding #1 Custom State Funding #2	:	0.00%	0.00%	0.00%	0.00%	0.00%	
Custom State Funding #3 TOTAL STATE REVENUES		0.00%	0.00%	0.00%	0.00%	0.00%	
FEDERAL REVENUES Free Breakfast Reimbursement	1 1.93	0.00%	0.00%	0.00%	0.00%	0.00%	
Reduced Breakfast Reimbursement Paid Breakfast Reimbursement	1 1.63 1 0.28	0.00%	0.00%	0.00%	0.00%	0.00%	
Free Lunch Reimbursement	1 3.06	0.00%	0.00%	0.00%	0.00%	0.00%	
Reduced Lunch Reimbursement Paid Lunch Reimbursement	1 2.66 1 0.36	0.00%	0.00%	0.00%	0.00%	0.00%	
Snack Reimbursement Title I	1 475.00	0.00%	0.00%	0.00%	0.00%	0.00%	
Title II Title III	1 20.00 1 1,000.00	0.00%	0.00%	0.00%	0.00%	0.00%	
IDEA Funding CSP		0.00%	0.00%	0.00%	0.00%	0.00%	
Custom Federal Funding #1 Custom Federal Funding #2	-	0.00%	0.00%	0.00%	0.00%	0.00%	
Custom Federal Funding #3 TOTAL FEDERAL REVENUES		0.00%	0.00%	0.00%	0.00%	0.00%	
LOCAL & OTHER REVENUES							
Contributions and Donations Fundraising (Rev.)	3 100,000.00 \$50,000	0.00%	0.00%	-100.00% 0.00%	-100.00% -100.00%	-100.00% -100.00%	Contributions from PhoenixCDF, partners, and private donors 2 schoolwide fundraisers a year and a business fundraiser
Erate Reimbursement Earnings on Investments		0.00%	0.00%	0.00%	0.00%	0.00%	
Interest Income Food Service (Income from meals)	:	0.00%	0.00%	0.00%	0.00%	0.00%	
Text Book Custom Local & Other Funding #1		0.00%	0.00%	0.00%	0.00%	0.00%	
Custom Local & Other Funding #2 Custom Local & Other Funding #2 Custom Local & Other Funding #3		0.00% 0.00% 0.00%	0.00% 0.00% 0.00%	0.00% 0.00% 0.00%	0.00% 0.00% 0.00%	0.00%	
TOTAL LOCAL & OTHER REVENUES		0.00%	0.00%	0.00%	0.00%	0.00%	
TOTAL REVENUE							
EXPENSES ADMINISTRATIVE STAFF PERSONNEL COSTS							
Executive Management Instructional Management							
Deans, Directors & Coordinators CFO / Director of Finance							
Operation / Business Manager							
Administrative Staff Other - Administrative							
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular Teachers - SPED							
Substitute Teachers							
Teaching Assistants Specialty Teachers							
Aides Therapists & Counselors							
Other - Instructional TOTAL INSTRUCTIONAL PERSONNEL COSTS							
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse Librarian							Quarter time eventually moving to 1/2 time
Custodian Security							Part time eventually moving to full time
Other - Non-Instructional TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS							
TOTAL PERSONNEL EXPENSES		For each line i	tem in the Payr Total Payroll tha	oll, Taxes & E	Senefits section e	enter the	
PAYROLL TAXES AND BENEFITS Social Security		1.00%	1.00%	1.00%	1.00%	1.00%	
Medicare State Unemployment		1.45% 1.16%	1.45%	1.45%	1.45%	1.45% 1.36%	
Worker's Compensation Insurance Custom Other Tax #1		1.00%	1.00%	1.00%	1.00%	1.00%	
Custom Other Tax #2 Health Insurance		0.00%	0.00% 6.50%	0.00%	0.00%	0.00%	PECCS will pay 100% of employees health
Dental Insurance Vision Insurance		0.00%	0.00%	0.00%	0.00%	0.00%	
Life Insurance Retirement Contribution		0.00%	0.00%	0.00%	0.00%	0.00%	
Bonuses		7.00% 1.00%	9.00%	8.00% 1.00%	8.00% 1.00%	8.00% 1.00%	Bonuses are based on available funds
Custom Fringe #2 TOTAL PAYROLL TAXES AND BENEFITS		0.00%	0.00%	0.00%	0.00%	0.00%	
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES		Enter the 9	6 increase below column F shou	w for which th	he amount enter	ed in	
CONTRACTED SERVICES Accounting / Audit	3 10,000.00	0.00%	10.00%	10.00%	10.00%	10.00%	Once a year audit cost
Legal Management Company Fee	3 5,000.00	0.00%	25.00% 0.00%	25.00% 0.00%	10.00%	10.00%	
Nurse Services Food Service / School Lunch	1 630.00	0.00%	0.00% 3.00%	0.00%	0.00% 3.00%	0.00% 3.00%	breakfast and lunch for each student
Payroll Services Special Ed Services	-	0.00%	0.00%	0.00%	0.00%	0.00%	Cost paid by Charter Pros
Titlement Services (i.e. Title I) Charter Pros Consulting Services	3 25 242 00	0.00%	0.00%	0.00%	0.00% 33.30%	0.00%	10% - Includes business office functions
Mississippi Charter School Services Copiah Lincoln College (\$70 per credit hour)	3 19,584.48 3 113,600.00	0.00%	50.00%	33.30%	25.00% 100.00%	0.00%	3% for charter services tuition for students at Copiah Lincoln Community College
TOTAL CONTRACTED SERVICES	3 113,600.00	-100.00%	0.00% 10		100.00%	0.00%	Community College
SCHOOL OPERATIONS Board Expenses	3 2,500.00	0.00%	25.00%	0.00%	0.00%	0.00%	conference registration(Charter Pros will do board training)
Classroom / Teaching Supplies & Materials Special Ed Supplies & Materials	3 12,000.00 3 8,000.00	0.00%	35.00% 50.00%	10.00%	10.00%	5.00% 10.00%	additional supplies required for resource classes
Textbooks / Workbooks Supplies & Materials other	3 22,500.00	0.00%	5.00%	5.00%	5.00%	5.00%	includes college book rental in years 3 & 4
Equipment / Furniture	3 10,000.00	0.00%	25.00%	15.00%	15.00%	10.00%	account for a double in size in year 2
Telephone Technology	3 3,600.00 3 31,000.00	0.00%	0.00%	0.00%	0.00%	0.00%	Includes testing software and 1 to 1 netbook access
Student Testing & Assessment Field Trips	3 3,000.00	0.00%	0.00% 50.00%	0.00% 25.00%	0.00% 25.00%	0.00% 10.00%	field trips are an important part of career exploration
Transportation (student) Student Services - other	3 42,000.00	0.00%	0.00%	50.00%	3.00% 0.00%	3.00% 0.00%	2 busses years 1 and 2 expanded to 3 busses in year 3 and 4
Office Expense Staff Development	3 6,000.00 3 5,000.00	0.00%	25.00% 25.00%	10.00%	10.00%	10.00%	
Staff Recruitment Student Recruitment / Marketing	3 1,000.00	0.00%	10.00%	10.00%	5.00% 10.00%	5.00%	Marketing is a very important aspect for recruitment
School Meals / Lunch Travel (Staff)	3 5 000 00	0.00%	0.00%	0.00%	0.00%	0.00%	One and any and any and any and any
Fundraising	3 5,000.00	0.00%	0.00% 0.00%	0.00%	0.00%	0.00%	
Custom Operations #1 Custom Operations #2		0.00%	0.00%	0.00%	0.00%	0.00%	
Custom Operations #3 TOTAL SCHOOL OPERATIONS		0.00%	0.00%	0.00%	0.00%	0.00%	
FACILITY OPERATION & MAINTENANCE	3 10,000,00	0.00%	5.00%	5.00%	5.00%	5.00%	=
Janitorial Services	3 10,000.00	0.00%	0.00%	0.00%	0.00%	0.00%	-
Building and Land Rent / Lease Repairs & Maintenance	3 9,000.00	0.00%	0.00% 10.00%	0.00% 10.00%	0.00% 10.00%	0.00%	
Equipment / Furniture Security Services	3 4,800.00 3 5,000.00	0.00%	5.00%	-50.00% 5.00%	5.00% 5.00%	5.00% 5.00%	most will be done in zero year Cameras will cover parking area and main halls
Utilities Facility Fund	3 6,000.00 3 1,000.00	0.00%	5.00% 400.00%	5.00% 0.00%	5.00% 1400.00%	5.00% 0.00%	
Custom Facilities Operations #2 Custom Facilities Operations #3		0.00%	0.00%	0.00%	0.00%	0.00%	
TOTAL FACILITY OPERATION & MAINTENANCE			•				
RESERVES / CONTIGENCY TOTAL EXPENSES		0.00%	0.00%	0.00%	0.00%	0.00%	
NET OPERATING INCOME (before Depreciation) DEPRECIATION & AMORTIZATION							
DEPRECIATION & AMORTIZATION NET OPERATING INCOME (including Depreciation)	3 10,032.00	0.00%	0.00%	0.00%	0.00%	0.00%	Includes mortgage for facility

SUMMARY Total Revenue Revenue Per Pupil (EXYMNE STAT REVINUES Missinging Adequate Education Program (MAEP) Base Sudder Education All manifer Education All manifer Education Career and Technical Education	652,816 627,009 25,806 8,704			INITIAL CHARTER		
Total Revenue Total Expense Net Income Net Income Net Income Net Income Net Income Net Income Special Expense Per Pupil Expenses Per Pupil EXPENSE STATE REVIOUS Musicappi Adequate Education Program (MAET) Base Special Education Special Education Special Education Gifted Education Gifted Education Gifted Education Gifted Education Carter and Proteinal Education	627,009 25,806					Ì
Next Income Revenue Per Pupil Expenses Per Pupil EXTATE REVIOUS Mississips Adequate Education Program (MAET) Base Studies education Studies Education Grid of Education Grid of Education Grid of Education Grid of Education Career and Particulal Education Career and Particulal Education	25,806	1,105,648 997,869	1,448,883 1,333,797	1,831,967	1,833,097	Description of Assumptions
Expenses Per Pupil INVANUE STATE REVINUE STATE REVINUES Multisological Adequate Education Program (MAEP) Base Student Allocation Special Education Alternative Education Giffeet Education Giffeet Education Student Education Student Education Student Tomoscopical Education Student Tomoscopical Students To		107,779	115,086	1,649,177 182,790	1,691,410 141,688	
(REVENUE STATE REVIOUS STATE REVIOUS Microsoph defocute Education Program (MAET) Base Special Education Special Education Alternative Education Gifted Education Gifted Education Centre and Proteincal Education Centre and Proteincal Education	8,360	7,521 6,788	6,708 6,175	6,496 5,848	6,500 5,998	
STATE REVENUES Mississippi Adequate Education Program (MAEP) Base Student Allocation Special Education Alternative Education Carter and Technical Education Career and Technical Education Student Transportation	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	
STATE REVENUES Mississippi Adequate Education Program (MAEP) Base Student Allocation Special Education Alternative Education Carter and Technical Education Career and Technical Education Student Transportation	2016-17	2017-18	2018-19	2019-20	2020-21	
Mississippi Adequate Education Program (MAEP) Base Student Allocation Special Education Alternative Education Gifted Education Career and Technical Education Student Transportation						
Special Education Alternative Education Gifted Education Career and Technical Education Student Transportation	353,429	692,720	1,017,874	1,328,891	1,328,891	
Gifted Education Career and Technical Education Student Transportation	42,000	43,050	44,126	45,229	46,360	
Career and Technical Education Student Transportation						
	9,591	28,198	55,230	90,133	90,133	
Custom State Funding #1	3,331	-	33,230	30,133	30,133	
Custom State Funding #2 Custom State Funding #3					:	
TOTAL STATE REVENUES FEDERAL REVENUES	\$ 405,020 \$	763,967 \$	1,117,231 \$	1,464,253 \$	1,465,384	
Free Breakfast Reimbursement	22,772	44,633	65,584	85,623	85,623	
Reduced Breakfast Reimbursement Paid Breakfast Reimbursement	836 144	1,639 282	2,408 414	3,144 540	3,144 540	
Free Lunch Reimbursement Reduced Lunch Reimbursement	36,105 1,365	70,766 2,675	103,982 3,930	135,755 5,131	135,755 5,131	
Paid Lunch Reimbursement Snack Reimbursement	185	362	532	694	694	
Title I	34,200	67,032	98,496	128,592	128,592	
Title II Title III	1,440 750	2,822 1,470	4,147 2,160	5,414 2,820	5,414 2,820	
IDEA Funding CSP	:	:		:	:	
Custom Federal Funding #1 Custom Federal Funding #2						
Custom Federal Funding #3						
TOTAL FEDERAL REVENUES LOCAL & OTHER REVENUES	\$ 97,796 \$	191,680 \$	281,653 \$	367,713 \$	367,713	
Contributions and Donations	100,000 50,000	100,000				Contributions from PhoenixCDF, partners, and private donor
Fundraising (Rev.) Erate Reimbursement	50,000	50,000	50,000			2 schoolwide fundraisers a year and a business fundraiser
Earnings on investments Interest income						
Food Service (Income from meals) Text Book						
Custom Local & Other Funding #1 Custom Local & Other Funding #2						
Custom Local & Other Funding #3	:		:	:	:	
TOTAL LOCAL & OTHER REVENUES TOTAL REVENUE	\$ 150,000 \$ \$ 652,816 \$	1,105,648 \$	50,000 \$ 1,448,883 \$	- \$ 1,831,967 \$	1,833,097	:
	7 032,010 7	1,103,040 3	2,440,003 3	1,031,307	1,033,037	•
EXPENSES ADMINISTRATIVE STAFF PERSONNEL COSTS						
Executive Management Instructional Management	72,000	73,800	75,645	77,914	80,252	
Deans, Directors & Coordinators CFO / Director of Finance						services covered by Charter Pros
Operation / Business Manager						services covered by Charter Pros
Administrative Staff Other - Administrative	24,001	24,601	25,216	25,973	26,752	
TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS INSTRUCTIONAL PERSONNEL COSTS	\$ 96,001 \$	98,401 \$	100,861 \$	103,887 \$	107,003	
Teachers - Regular	104,655	246,811	287,867	296,503	305,398	
Teachers - SPED Substitute Teachers	38,100 2,000	39,053 4,050	40,029 4,151	41,230 4,276	42,467 4,404	
Teaching Assistants Specialty Teachers	15,145	30,669	46,580	47,978	49,417	
Aides Therapists & Counselors		21,000	42,525	43,801	45,115	
Other - Instructional	:					
TOTAL INSTRUCTIONAL PERSONNEL COSTS NON-INSTRUCTIONAL PERSONNEL COSTS	\$ 159,900 \$	341,583 \$	421,152 \$	433,787 \$	446,800	•
Nurse Librarian	8,000	16,200	16,605	17,103	17,616	Quarter time eventually moving to 1/2 time
Custodian	6,000	12,150	12,454	12,827	13,212	Part time eventually moving to full time
Security Other - Non-Instructional						
TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS TOTAL PERSONNEL EXPENSES	\$ 14,000 \$ \$ 269,901 \$	28,350 \$ 468.334 \$	29,059 \$ 551,072 \$	29,931 \$ 567.604 \$	30,828 584.632	
PAYROLL TAXES AND BENEFITS	\$ 269,901 \$	468,334 5	551,072 \$			•
Social Security Medicare	2,699 3,914	4,683 6,791	5,511 7,991	5,676 8,230	5,846 8,477	
State Unemployment	3,131	5,901	7,495	7,719	7,951	
Worker's Compensation Insurance Custom Other Tax #1	2,699	4,683	5,511	5,676	5,846	
Custom Other Tax #2 Health Insurance	13,495	30,442	35,820	36,894	38,001	PeCCS will pay 100% of employees health
Dental Insurance Vision Insurance						,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
Life Insurance					:	
Retirement Contribution Bonuses	18,893 2,699	42,150 4,683	44,086 5,511	45,408 5,676	46,771 5,846	Bonuses are only available when budget is met
Custom Fringe #2 TOTAL PAYROLL TAXES AND BENEFITS	\$ 47,530 \$	99,334 \$	111,923 \$	115,280 \$	118,739	
TOTAL PERSONNEL, TAX & BENEFIT EXPENSES	\$ 317,431 \$	567,667 \$	662,995 \$	682,884 \$	703,371	
CONTRACTED SERVICES Accounting / Audit	10,000	11,000	12,100	13,310	14,641	Once a year audit cost
Legal Management Company Fee	5,000	6,250	7,813	8,594	9,453	Once a year addit cost
Nurse Services	:			:		
Food Service / School Lunch Payroll Services	47,250	95,388	144,367	194,134	199,958	breakfast and lunch for each student Cost accured by Charter Pros
Special Ed Services Titlement Services (i.e. Title I)						
Charter Pros Consulting Services Mississippi Charter School Services	35,343 19,584	70,686 29,377	106,029 39,159	141,337 48,949	141,337 48,949	10%; back office services, professional development 3% for charter services
Copiah Lincoln College (\$70 per credit hour)	1	1	113,601	227,202	227,202	5% for charter services tuition for students at Copiah Lincoln Community College
TOTAL CONTRACTED SERVICES SCHOOL OPERATIONS	\$ 117,179 \$	212,702 \$	423,069 \$	633,526 \$	641,540	•
Board Expenses	2,500	3,125	3,125	3,125	3,125	conference registration(Charter Pros will do board training)
Classroom / Teaching Supplies & Materials Special Ed Supplies & Materials	12,000 8,000	16,200 12,000	17,820 13,200	19,602 14,520	20,582 15,972	additional supplies required for resource classes
Textbooks / Workbooks Supplies & Materials other	22,500	23,625	24,806	26,047	27,349	includes college book rental in years 3 & 4
Equipment / Furniture	10,000 3,600	12,500	14,375	16,531 3,960	18,184 3,960	account for a double in size in year 2
Telephone Technology	3,600 31,000	3,960 31,000	3,960 31,000	3,960 31,000	3,960 31,000	Includes testing software and 1 to 1 netbook access
recimology	3,000	4,500	5,625	7,031	7,734	field trips are an important part of career exploration
Student Testing & Assessment	42,000	42,000	63,000	64,890	66,837	2 busses years 1 and 2 expanded to 3 busses in year 3 and 4
Student Testing & Assessment Field Trips Transportation (student)	6,000	7,500	8,250	9,075	9,983	
Student Testing & Assessment Field Trips Transportation (student) Student Stervices - other Office Expense	5,000 1,000	6,250 1,100	6,875 1,210	7,563 1,271	8,319 1,334	
Student Testing & Assessment Field Trips Transportation (student) Student Services - other Office Expense Staff Development Staff Development Staff Recruitment	5,000	5,500	6,050	6,655	7,321	Marketing is a very important aspect for recruitment
Student Testing & Assessment Field Trips Transportation (student) Student Services - other Office Expense staff Development Staff Recruitment Staff Recruitment Student Recruitment		6,250	6,875	7,563	8,319	
Student Tecling & Assessment Field Trips Transportation (student) Student Service - other Office Expense Staff Development Staff Recruitment Staff Recruitment Staff Recruitment Staff Sta	5,000					
Student Tealing & Assessment Filed Trips Transportation (student) Students Services: other Students Services: other Student Services: other Carlotter Operations #1	5,000 -					
Student Tealing & Assessment Field Trips Transportation (student) Student Services: other Other Engineer Staff Recomment Student Recomment Student Recomment Student Recomment Student Recomment Assessment Student Travel (Staff) Travel (Staff) Create Staff Control Mexics (Linch Travel County Countrol Services Staff Countrol Operations 2 Countrol Operations 25		:	:	:	:	
Student Facility & Assessment Field Trips Field Trips Framport Student Framport Student Framport Student Framport Student Framport F	\$,000 - - \$ 156,600 \$	175,510 \$	206,171 \$	218,832 \$	230,018	
Student Teating & Assessment Field Trips Transportation (Includent) Experiment State Content State Tourisment State Tourisment State Tourisment State		175,510 \$	206,171 \$	218,832 \$ 11,576	230,018	
Student Tealing & Assessment Field Trips Transportation (student) Student Services: other Student Student Student Student Travel (Start) Travel (St	\$ 156,600 \$	10,500	11,025	11,576	12,155	
Student Teating & Assessment Field Trips Transportation (Induction Transportation (Induction Transportation (Induction Transportation (Induction Transportation (Induction Staff Recultiment Staff Recultiment Staff Recultiment Transportation Travel (Staff) Fruinfacing Custom Operations El Custom Operations El Custom Operation El Custom Operation El Custom Operation El Travel (Staff) Travel (Staf	5 156,600 \$ 10,000	10,500 9,900	11,025 - - 10,890	11,576	12,155 	poor will be done in some
Student Testing & Aussessment Field Trips Transportation (Incident) Student Services other Staff Development Staff Development Staff Development Staff Recruitment Student Recruitment Student Recruitment Annual Student Field Staff Recruitment Control Repetition #1 Custom Operations #1 Custom Operations #2 Custom Operations #2 Custom Operations #3 Custom Operations #3 Custom Operations #3 DEVELOPMENT STAFF	\$ 156,600 \$ 10,000	10,500 - - 9,900 5,040 5,250	11,025 - - 10,890 2,520 5,513	11,576 - - 11,979 2,646 5,788	12,155	most will be done in zero year Cameras will cover parking area and main halfs
Student Teating & Aussessment Field Trips Transportation (student) Student Services where Foundating Custom Operations #1 Custom Operations #2 Custom Operations #3 Custom Operations #3 Usutom Operation #4 Student Operation #4 Student Operation Services Student Operation Services Student Services S	\$ 156,600 \$ 10,000 9,000 4,800	10,500 - - 9,900 5,040	11,025 - - 10,890 2,520	11,576	12,155 13,177 2,778	most will be done in zero year Cameras will cover persing area and main halls
Solodor Tecling & Assessment Field Trips, Field Trips, Frengorston (student) State State State State Staff Development Staff Development Staff Development Staff Development Staff Recurrent Final Staff Recurrent Staff R	\$ 156,600 \$ 10,000	10,500 - - 9,900 5,040 5,250 6,300	11,025 - 10,890 2,520 5,513 6,615	11,576 - 11,979 2,646 5,788 6,946	12,155	most will be done in zero year Cameras will cover parking area and main halfs
Student Teating & Assessment Field Trips Transportation (Includent Transportation (Includent Transportation (Includent Transportation (Includent Transportation (Includent Staff Recultiment Staff Recultiment Staff Recultiment Staff Recultiment Transportation Travel (Staff) Fundrating Custom Operations #1 Custom Operations #1 Custom Operations #2 Custom Operations #3 Travel (Staff) Travel (Staff	\$ 156,600 \$ 10,000	10,500 - - 9,900 5,040 5,250 6,300	11,025 - 10,890 2,520 5,513 6,615	11,576 - 11,979 2,646 5,788 6,946	12,155	most will be done in zero year Cameras will cover parking area and main halls
Solodor Tecting & Assessment Field Trips Transportation (student) Transportation (student) Solodor Sol	\$ 156,600 \$ 10,000 4,000 4,000 4,000 4,000 5,000 5,000 5,000 5,000 5,000 5,000 5,000 5,000 5,000 5,000 5,000 5,000	10,500 9,900 5,040 5,250 6,300 5,000	11,025 10,890 2,520 5,513 6,615 5,000	11,576 11,979 2,646 5,788 6,946 75,000	12,155	most will be done in zero year. Cemens will cover parting area and main halls
Soloder Teating & Assessment Field Trips Transportation (tabelers) Transportation (tabelers) Transportation (tabelers) Sold Tourise (tabelers) Sold Tourise (tabelers) Sold Tourise (tabelers) Sold Mean (tabelers) Sold Mean (tabelers) Sold Mean (tabelers) Sold Mean (tabelers) Travel (Staff) Frundraugi Frundraugi Custom Operations #2 Custom Operations #2 Custom Operations #3 TOUR ISOLO (TOURISE) Sold Mean (tabelers) Sold Mean (t	\$ 156,600 \$ 10,000 4,000 4,000 4,000 6,000 1,000 5 35,800 \$ \$ 627,009 \$ 5 5,25,806 \$	10,500 9,900 5,040 5,250 6,300 5,000 41,990 \$	11,025 10,890 2,520 5,513 6,615 5,000 41,563 \$ 1,333,797 \$	11,576 11,979 2,646 5,788 6,946 75,000 113,935 \$ 1,649,177 \$	12,155 13,177 2,778 6,078 7,293 75,000 116,481 1,691,410	Camerax will cover parking area and main halfs
Student Feating & Assessment Field Trips Transportation (Includent Transportation (Includent Transportation (Includent Transportation (Includent Transportation (Includent Staff Recultiment Staff Recultiment Staff Recultiment Staff Recultiment Staff Recultiment Staff Recultiment Transportation Travel (Staff) Frandrating Custom Operations #1 Custom Operations #2 Custom Operations #2 Custom Operations #3 Fourth Operation #3 Fourth School Operations #3 Fourth School Operations #3 Fourth School Operations #3 Fourth School Operations Staff Recultif Services Utilities Staff Parity Fourth School Operations #3 Custom School Special School S	\$ 156,600 \$ 10,000 10,000 4,800 5,000 6,000 1,000 5 35,800 \$	10,500 - - 9,900 5,040 5,250 5,300 5,000 - - - - - - - - - - - - - - - - - -	11,025 10,890 2,520 5,513 6,615 5,000 41,563 \$	11,576 11,979 2,646 5,788 6,946 75,000 113,935 \$	12,155	Cameras will cover parking area and main halfs

Phoenix Early College Charter School PROJECTED START-UP BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

SUMMARY		
Total Revenue	652.816	Description of Assumptions
Total Expenses Net Income	627,009 25,807	Description of Assumptions
Revenue Per Pupil Expenses Per Pupil		
Expenses rer rupu	Start-Up	
	Period	
REVENUE STATE REVENUES		
Mississippi Adequate Education Program (MAEP) Base Student Allocation	353,429	
Special Education Alternative Education	42,000	
Gifted Education		
Career and Technical Education Student Transportation	9,591	
Custom State Funding #1		
Custom State Funding #3 TOTAL STATE REVENUES	\$ 405,020	
FEDERAL REVENUES		
Free Breakfast Reimbursement Reduced Breakfast Reimbursement	22,772 836	
Paid Breakfast Reimbursement Free Lunch Reimbursement	144 36,105	
Reduced Lunch Reimbursement Paid Lunch Reimbursement	1,365 185	
Snack Reimbursement Title I	34 200	
Title II	1,440	
IDEA Funding	750	
CSP Custom Federal Funding #1	-	
Custom Federal Funding #2 Custom Federal Funding #3		
TOTAL FEDERAL REVENUES	\$ 97,796	
OCAL & OTHER REVENUES Contributions and Donations	100,000	Contributions from PhoenixCDF, partners, and private do
Fundraising (Rev.) Erate Reimbursement	50,000	2 schoolwide fundraisers a year and a business fundraise
arnings on investments interest income		
rood Service (Income from meals) Fext Book		
Oustom Local & Other Funding #1		
oustom Local & Other Funding #2 oustom Local & Other Funding #3	:	
OTAL LOCAL & OTHER REVENUES	\$ 150,000 \$ 652,816	
O'AL ALVEROL	3 652,816	
XPENSES IDMINISTRATIVE STAFF PERSONNEL COSTS		
Executive Management Instructional Management	72,000	
Deans, Directors & Coordinators CFO / Director of Finance		
Operation / Business Manager Administrative Staff	24,001	
Other - Administrative TOTAL ADMINISTRATIVE STAFF PERSONNEL COSTS	\$ 96,001	
NSTRUCTIONAL PERSONNEL COSTS	3 96,001	
Teachers - Regular Teachers - SPED	104,655 38,100	
Substitute Teachers Teaching Assistants	2,000 15,145	
Specialty Teachers Aides	-	
Therapists & Counselors	-	
Other - Instructional OTAL INSTRUCTIONAL PERSONNEL COSTS	\$ 159,900	
NON-INSTRUCTIONAL PERSONNEL COSTS Nurse	8,000	
Librarian Custodian	6,000	
Security	6,000	
Other - Non-Instructional TOTAL NON-INSTRUCTIONAL PERSONNEL COSTS	\$ 14,000	
TOTAL PERSONNEL EXPENSES	\$ 269,901	
PAYROLL TAXES AND BENEFITS Social Security	2,699	
Medicare State Unemployment	3,914 3,131	
Worker's Compensation Insurance Custom Other Tax #1	2,699	
Custom Other Tax #2 Health Insurance	13,495	
Dental Insurance Vision Insurance		
Life Insurance	-	
Retirement Contribution Bonuses	18,893 2,699	
Custom Fringe #2 OTAL PAYROLL TAXES AND BENEFITS	\$ 47,530	
TOTAL PERSONNEL. TAX & BENEFIT EXPENSES		
	\$ 317,431	
ONTRACTED SERVICES		
ONTRACTED SERVICES Accounting / Audit Legal	\$ 317,431 10,000 5,000	
CONTRACTED SERVICES Accounting / Audit Legal Management Company Fee Nurse Services	10,000 5,000	
ONTRACTED SERVICES Accounting / Audit Legal Management Company Fee Nurse Services Food Service / School Lunch Payroll Services	10,000	
CONTRACTED SERVICES Accounting / Audit Legal Management Company Fee Nurse Services Food Service / School Lunch Payroll Services Special 64 Services Titelement Services (1. Title I)	10,000 5,000 - - 47,250	
OWNEACTS SERVICES ACCOUNTING JAIDT Legal And Management Company Fee Neuro Services Food Service / Station Glunch Payer(I) Services Service (Station Glunch Company Services Services (Station Glunch Company Services Company Services Company Services Company Services Management Services M	10,000 5,000 47,250 - - 35,343 19,584	10% - Includes business office functions 3%state charter services
OWNEACTION SERVICES Accounting Audit Legal Must Services Must Services Must Services Must Services Must Services Special following Services Special following Services Must Service Services Must Services Must Service Service Services Must Service Service Service Services Must Service Service Service Service Services Must Service Serv	10,000 5,000 47,250	
OWNEACTIO SERVICES Accounting Audit Legal Audit Legal Mural Services Mural Services Mural Services Mural Services Appell Services Special Ed Services Special Ed Services Special Ed Services (D. Charler Pero Consulting Services Cognition (S.	10,000 5,000 47,250 35,343 19,584 1 5	3%state charter services Doesn't begin until year3
CONTRACTION SERVICES Accounting / Audit Legal Legal Amanagement Company Fee Neural Services Food Service / Stational Lunch Food Services (La. Tibe I) Charter Prox Consulting Services Multicappic Charter Services Multicappic Charter Services Food Ser	10,000 5,000 47,250 35,343 19,584 117,178 2,500	3%:state charter services
CONTRACTOS SERVICES Accounting / Audit Legal Accounting / Audit Legal Accounting / Audit Food Service / School Lunch Special Id Services Special Id Services Special Id Services Audit Services Multipley Charter Nood Services Multipley Charter School Services COLOCOLOGIATIONS CONTRACTOR SERVICES CHOOLOGIATIONS CASTORNICES C	10,000 5,000 47,250 35,343 19,584 1,1 \$ 117,178	3%state charter services Doesn't begin until year3
CONTRACTION SERVICES ACCOUNTING JALIES Legal Audit Legal Management Company Fee Management Company Management Company Management Company Management Company Management Company Management Company Management	10,000 \$,000 47,250 47,250 33,343 19,584 1 11,17,178 2,500 11,000 8,000 22,500	3%state charter services Doesn't begin until year3
COMMACTO SERVICES Logal Logal Accounting Audit Logal Accounting Audit Logal Accounting Audit Food Service / School Lunch Food Service / School Lunch Food Service / School Lunch Formand Service (s. Title I) Charler Proc Comming Services Multisuppy Charler School Service Multisuppy Charler School Service Multisuppy Charler School Service CHOOL COMMACTO SERVICE SERVICE CLICKOL OPERATIONS	10,000 5,000 47,250 33,343 10,560 110,000 10,000 10,000 10,000 10,000	3% state charter services Doesn't begin until year's conference registrations desk not purchased with 0 year philanthropy
COMPACTED SERVES Accounting Justic Legal Accounting Justic Legal Accounting Justic Food Service / School Lauch Pood Service / School Lauch Special 64 Services Special 64 Services Special 64 Services Activater Prox Committing Services Mississippi Charter Khool Services Mississippi Charter Mi	10,000 5,000 47,250 33,343 19,564 11,000 12,000 10,000 10,000 11,000 11,000 11,000 11,000 11,000	3% state charter services Doesn't begin until year3 conference registrations
CONTRACTION SERVICES Accounting Justice Legal Accounting Justice Accounting Justice Food Service / School Lunch Food Service / School Service Service / School Service Mississippi Charter School Service GOOL OCHEANTON GOOL GOOL GOOL GOOL GOOL GOOL GOOL GO	10,000 5,000 47,250 33,343 10,560 110,000 10,000 10,000 10,000 10,000	3% state charter services Doesn't begin until year's conference registrations desk not purchased with 0 year philanthropy
OWNEACTIO SERVICES ACCOUNTING FAMILE Legal Accounting FAMILE Legal Mursa Services Mursa Services Mursa Services Mursa Services Accounting FAMILE Special Reference Special Ref	10,000 5,000 47,250 47,250 35,343 10,584 1,584 1,250 12,000 2,500 1,0	Biscate charter services Doesn't begin until year? conference registrations desk not purchased with 0 year philanthropy testing software and 1 to 1 retbook access
CONTRACTION SERVICES ACCOUNTING A JUST Legal Authorized A Just Legal Mura Services Mura Services Mura Services Special 65 services Special 65 services Special 65 services Special 65 services Control Control Control Control Control Control Co	10,000 5,000 47,250 47,250 15,541 1 1,100 11	Biscate charter services Doesn't begin until year? conference registrations desk not purchased with 0 year philanthropy testing software and 1 to 1 retbook access
COMPACTO SERVICES Accounting // Audit Legal Accounting // Audit Management Company Fee Management Company Management Comp	10,000 5,000 47,250 47,250 33,343 15,544 1,540 2,550 11,000 8,000 1,000 3,000 4,000 4,000 5,000 5,000 5,000	Biscate charter services Doesn't begin until year? conference registrations desk not purchased with 0 year philanthropy testing software and 1 to 1 retbook access
COURACTES MANCES Legal Audit Legal Audit Legal Audit Legal Audit A	10,000 5,000 47,250 47,250 15,541 1 1,100 11	Biscate charter services Doesn't begin until year? conference registrations desk not purchased with 0 year philanthropy testing software and 1 to 1 retbook access
COMPACTED SERVICES Accounting / Audit Legal Accounting / Audit Legal Accounting / Audit Legal Accounting / Audit Food Service / School surch Food Service / School surch Sepecial 64 Services Sepecial 64 Services Sepecial 64 Services Auditor Froo Company From Mississippi Charler School service Castroom / Teaching Scippies & Auterials Search Service Mississippi Castroom / Teaching Scippies & Auterials Supplies & Materials Materia	10,000 5,000 47,250 47,250 33,343 15,544 1,540 2,550 11,000 8,000 1,000 3,000 4,000 4,000 5,000 5,000 5,000	Biscate charter services Doesn't begin until year? conference registrations desk not purchased with 0 year philanthropy testing software and 1 to 1 retbook access
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COURACTED SERVICES Legal Legal Audit Legal Audit Legal Audit Legal Audit	10,000 5,000 47,250 33,343 15,544 15,544 1,000 1	Biscate charter services Doesn't begin until year? conference registrations desk not purchased with 0 year philanthropy testing software and 1 to 1 retbook access
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2,654 \$		420	a . 5	4,300					4,200		š			1,632	3 a.a.	4,725		20,768	3,737 \$	1,575		1,125	251	325	23,011 \$		800	18.611 \$		1,514	8,722	8,000 \$		6,000		43,561 \$					9,544 \$		a	2,850	136	3.610	3,277	2 010 22	1,065		3,500		November	102,513	113 Con
15,450 \$. 000	4,800		2000	44		1,500	2,400	4,200		2,000	5,500	1260	1,632	o	4,725	2,500	and a	3,736 \$	1,574		1,125	225	325	23,011 \$. 80	1 1981		1,514	8,722	8,000 \$		6,000		75,000 \$				25,000	9,064 \$		3	2,850	136	3.610 14 84	2277		1,065		3500		December	153,502	WHEN CO.
1,420 \$		420	<i>I</i> II	Á	44			1,000	3,500		š			1,632	o 0.40	4,725		0,747 3	3,736 \$	1,574		1,125	251	325	23,011 \$. 80	. 800	18,611 \$		1,514	8,722	8,000 \$		6,000		43,081 \$					9,064 \$		a	2,850	136	3.610	2,277		1,065		3,500		Annan	133,302	CON SON
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1,420 \$	8	420	M	,,,,,,	Щ.	2,000	1,000		4,200		š			1632	2005	A725		20,760	3,725 \$	1,574		1,124	255	225	23,011 \$. 8	800	18611 5		1,514	8,722	8,000 \$		6,000		43,567 \$					9,544 \$		a	2,850	136	14 14 14	2277		1,071		35/452	-	Merch	153,727	107 777
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Budget Narrative

Phoenix Early College Charter School will operate as a not-for-profit tax exempt 501(c)(3) corporation in the state of Mississippi. The model we will use includes having the principal be the chief administrator. There will be no need for back office staff, since those services will be provided by an outside service provider, Charter Pros. Charter Pros will provide certain accounting services (incl. recording of receivables, payables, processing of checks, and assistance with preparing annual budgets). An outside accounting firm will provide monthly bank reconciliations. A different outside accounting firm will perform an annual independent audit. The annual audit will be reviewed and approved by the PECCS board of directors. The board of directors will approve the annual budget and have governance authority for the school. All checks will be signed by two persons – the principal and one board member. PECCS will have a Reserves Policy that will enable it to fund depreciation, address emergencies, and take advantage of future opportunities to enhance its mission.

All employees will be employees of PECCS. The teachers and administrators will participate in the Mississippi Public Employees' Retirement System. The school will attempt to get each employee to salary parity. Employees will also be incentivized with bonus potential for outstanding performance.

All full-time employees will be provided with medical insurance. Employees are eligible for this coverage thirty (30) days after the date of hire. The school will pay 100% of the premium for each eligible employee. Coverage for spouse and dependents will be available at additional cost to the employee. The carriers and/or the specifics of these benefits plans may be changed by the carrier or by the Phoenix Board of Directors. Other benefits will include paid time off, sick time, and full benefits under such federal laws as USERRA and FMLA. PECCS will also have Educators' Legal Liability and Employment Practices Liability to cover the employees at the school.

Phoenix Early College Charter School is an important economic enhancement to the region. Area businesses and corporations are concerned for the educational readiness of the region's workforce. Verbal support has been offered for this concept by area companies and institutions. Their financial support will be solicited in this endeavor.

Philanthropic funds combined with fiscal planning will be used in the facilities expansion plans for the construction/renovations of new campus buildings. Those buildings will be equipped with state-of-the-art technology to prepare our students for the economic world of the twenty-first century. In year four and five, there is \$75,000 each year reserved for facility funding.

We anticipate that these same corporate sponsors will participate with Phoenix Early College Charter School in providing job-shadowing, work-place internships, and other professional development opportunities for both students and staff.

Open lines of communication will be maintained with active and potential philanthropic supporters. Officials of these entities may be solicited for seats on the Phoenix Early College Charter School board of directors.

Cost of Living Adjustments (COLA) are anticipated at a rate of 2% each year. An adjustment to funding is not budgeting upward, as it is not known how the funding stream will progress. We believe the combination of conservation income projections and realistic expense projections give us a solid foundation to build upon.

Enrollment Assumption

PECCS will begin in the fall of 2016 with 75 students. Though it is our goal to have a maximum of 300 students at capacity, we have budgeted for 4% attrition each year to reach a maximum of 282 students. Students are not allowed to join the program after their freshman year, therefore students cannot be replaced after the fall of their freshman year.

Revenue Assumptions

It is the goal of PECCS to finance our operations with student per capita funding and title funds. The percentages used are the numbers used in the current equation for public schools in Natchez. Additionally, PECCS expects to receive transportation funding. PECCS has secured a \$100,000 line of credit from the National Bank of Fayette to help cover 0 year costs and as a contingency plan to assure the school can get up and going before July funding is received. Though we will focus on philanthropy the first 3 years, we recognize that continued philanthropy is unpredictable. The numbers used in the revenue section are numbers from the workbook instructions including the 12% underpaid expectation from the state. Phoenix Early College Charter School believes that the best way to ensure its financial success is to minimize "receipts" planning and maximize "expenditures" planning. This actuarially conservative technique allows the school to be prepared for financial surprises.

One of the goals of this business plan is to prepare a framework by which the Phoenix Early College Charter School can be self-sustaining with respect to recurring annual costs. In order to achieve this goal, the Phoenix Early College Charter School is executing a conservative fiscal policy that aims at developing numerous sources of income (private and public) and an overall spending policy of restraint and caution.

Staffing Assumption

PECCS will work very hard to find the most qualified staff available with our budgeted resources. We used the average annual salary of \$34,885 per teacher, understanding that we will have a variance of salaries. This is the pay of a current 3rd year teacher with a bachelor degree on the Mississippi Department of Education teacher salary scale which we will use as a reference. In year one, we will have 3 teachers, 1 special education/dual credentialed teacher, and 1 student assistant personnel. In year 2, we will add 4 teachers and 1 student assistant personnel. Year 3 is very different than most schools because of the

Early College component. We will add one additional teacher since 75% of our junior class will be taking college or technical courses, fully immersed.

In January of year 2, a full time counselor will be added to help students with college planning and transcript management. That counselor is budgeted to receive \$21,000 for the rest of year 2 then an annual salary of \$42,000. PECCS will start with a quarter time nurse and move to a half time nurse and will start with a half time janitor and expand to a full time. At full capacity, we expect to have 9 teachers, a secretary, 3 SAPs, a Guidance Counselor, a janitor, and a part time nurse.

Facility Assumption

PECCS has a signed a M.O.U. with Buttross Properties (included in the proposal) for a 10,200 square feet facility at 162 Franklin Dr. in Natchez, Mississippi. The current asking price is \$250,000 and that has been planned for with a 20 year mortgage at a conservative rate. All renovations will be complete with zero year contributions and fundraising or a contingency loan of \$100,000 from Bank of Fayette, the bank in which Phoenix Project Community Development Corporation currently hold their accounts with.

College Tuition Assumptions

There is no tuition cost for students in the first two years since they will not begin any Co-Lin courses until year three. We have budgeted to be prepared that students will be attending college full or part time in year three at the current tuition cost of \$2100. Our expectation is that 85% will be taking some college courses the first semester of their junior year, and 100% by the second semester.

Technology is extremely important, so we will have a netbook for each student.

Consulting Group Assumption

Finally, the charter consultant fees are a reflection of the services that will be provided at a cost of 10% of the student per capita tuition. Our consulting agreement will eliminate the need for 3 common jobs in a normal charter school: executive director, business office/manager, and independent staff/board recruitment and training agency. Charter Pros brings a wealth of knowledge in these areas along with providing direct services to our school leader on Early College leadership success and how to avoid and limit the pitfalls that exist. PECCS has the ability to discontinue services with the charter consulting group at any point they feel equipped to handle the tasks performed by the consulting group, or simply no longer desire their services.

Final Cash Flow Discrepancy

There is a \$1-2 discrepancy in our cash flow budget due to 3 areas of taxes that reach to the thousandth place when calculated. This discrepancy does not affect the integrity of the budget but is duly noted for your consideration.